

Spotlight now turns on 'the English system'

The William Tyndale inquiry which set out five weeks ago to find out what went wrong in one small London school has become a national examination of the functioning and problems of primary education. It is now likely to take at least four months and will cost the IEA more than £100,000.

Expert witnesses have been questioned for days on end about methods of teaching and testing, reading, on the merits of remedial teaching, on the organization of classwork and the teaching day. Conflicting views on the major issues of educational philosophy—such as the role of structure and the degree to which children should be allowed to choose their own way of learning—are being debated at length.

And the inquiry's declared purpose of examining the relationships between the staff and the managers of one particular school has ballooned into a minute investigation of the relationships between the teachers, administrators and politicians in the IEA and—by extension—within the English educational system.

In the past few days it has become clear that rivalries between Labour Party groups in the IEA and in inner London between political conflicts within the National Union

of Teachers, are all to be displayed in detail.

The inquiry has already explored the limitations of an education authority's power in relation both to its teachers and to managing bodies. Senior members of the Inspectorate have explained that they have no power to coerce a head who ignores their advice and "support" or to enforce their own view of objectives and standards.

Last week Mr Harvey Hinds, chairman of the IEA schools sub-committee, admitted that the authority had no formal power beyond the "ultimate step" of instructing the inspectorate to carry out a full inspection. If there were no grounds for taking disciplinary action against the head for incompetence, the authority could not prevent him going his own way—unless it chose, in the case of Risingshield, to close the school.

Summary dismissed, he told Mr Robin Auld, QC, chairman, was virtually impossible.

"That is the English system. I would not wish to see it changed with what every teacher teaches at 11 a.m. on a Tuesday being decided by the secretary of state in York Road" (Elizabeth House, the headquarters of the Department of Education and Science, is opposite London's County Hall in York Road, Waterlo).

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London inquiry
Week five
Report by
Mark Jackson

WILLIAM TYNDALE SCHOOL



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Fewer students specialize in maths

by David Hencke

An alarming picture of low recruitment of students to colleges of education last year in specialist mathematics and sciences. Only five centres in England and Wales admitted more than 30 students to mathematics specialisms during their three or four-year training course.

The five centres are Manchester Polytechnic, Didsbury College of Education, Trent Polytechnic, Nottingham College of Education, and St Luke's College of Education, Exeter.

Of those, only Manchester Polytechnic and Didsbury, where more than 200 students were admitted to mathematics courses last year, and Trent Polytechnic are large centres.

The majority of colleges show recruitment figures between 10 and 20.

Figures for physics and chemistry, which are not taught at as many colleges, are generally worse than mathematics.

Examples given in the report are one physics student recruited to St Martin's, Lancaster; seven physics students at Whitelands; and two at Farnborough.

The official returns are part of a document which shows the recruitment to specialist subjects in education colleges. It has been circulated with details of a revised DES circular on the rationalization of departments in the colleges.

The Times Higher Education Supplement.

Rejection of four-year BEd honours degree courses by Oxford University was described this week as a "sad day for teaching".

Mr D. W. Crompton, principal of Westminster College, Oxford.

A postal ballot of the university congregation produced 329 for the degree and 648 against. Three colleges of education expected the university to validate the BEd.

Mr Crompton said the rejection would almost certainly contribute to the decline in value of the BEd degree as a national qualification.

The colleges could now apply to the Council for National Academic Awards for approval of degree courses, but Mr Crompton said he would "wait and see" before taking any further action.

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The job of the Secretary of State is to lead the education system beyond the point at which he has power to direct the system.

Too much time spent on nuts and bolts

by Philip Venning

The Education Secretary should take an active part in discussions of the curriculum, not separate witnesses called to discuss curriculum and expenditure committees on separate issues.

Mr Stuart MacLure, editor of *The Times Education Supplement*, wanted more positive leadership in policy making. He wanted curriculum discussion on issues such as social equality and the curriculum which they now potentially ignored.

The job of the Secretary of State is to lead the education system beyond the point at which he has power to direct the system. This discussion on the personality of the Secretary and his willingness to stand his ground is his political appointment and would get no political mileage from him.

Under the present system, the Minister spent much time in the House and in the corridors of the Department. The result is that the Minister in a lot of respects is not coming from him.

The Minister should not concern himself with the curriculum as a whole. He should exercise much more influence through codes of practice.

This control was exerted in a negative way and the codes were abolished. Authority over the curriculum went to local authorities, and by default to schools.

A Minister could play a more active part by setting up an inquiry into the supply of books in schools, for example, or issue a new version of the *Handbook of Suggestions for Teachers*.

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William Taylor

Janet Fookes

John Vaizey

Professor John Vaizey, of Brunel University, said the Department of Education and Science engaged in strategic thinking on many aspects of education, but ignored crucial issues such as manpower planning, social equality and the curriculum.

The Schools Council were originally set up to give the DES an up-to-date view of the curriculum and teaching methods. But they had ended up as an expensive and irrelevant fiasco.

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should be set up as an alternative source of policy analysis to the DES. It would, for example, use academics and others who could look at the issues with a fresh eye.

Cards on the table in student power struggle

Scarborough, the modest seaside town on the east Yorkshire coast, does not know what is going to hit it tonight. Nearly 2,000 students are on their way for another National Union of Students' winter conference.

After years of bestowing their custom on the even sleazier resort of Margate on the south coast, the NUS have made a concession to their members in the regions and decided to meet "up north".

The same old, inclement weather can be expected, but there will be enough heat in the debating chamber to compensate. Bulk-purchased, portion-controlled and cost-conscious meals will be served up by the Scarborough landladies, and there will be enough teeth-grinding and stirring of digestive juices in the political double-decker that goes on behind the scenes to stop too many delegates from suffering indigestion.

And the same appeals will be made by student leaders from all over the country for unity to defeat the capitalist, imperialist oppressors of the working classes. This time there will be some opposition.

After years of wandering in the bewilderment of student politics—where left is moderate, moderate is fascist and fascist is unable to speak—determined opposition to how the union is run is about to appear.

NUS conferences have always been signalled by announcements from minority student groups that they are about to exert an influence, saving the vote, restore the union to their senses and make them reflect the wishes of the members.

These announcements have nearly always come to nothing. Despite the student-bashing publicity which leads support to obscure moderates who crop up occasionally the few Tories, Liberals and politically uncommitted have had a hard time.

Now 19 universities, colleges and other institutions are willing to have a go at the NUS leadership. The issue is the secret ballot.

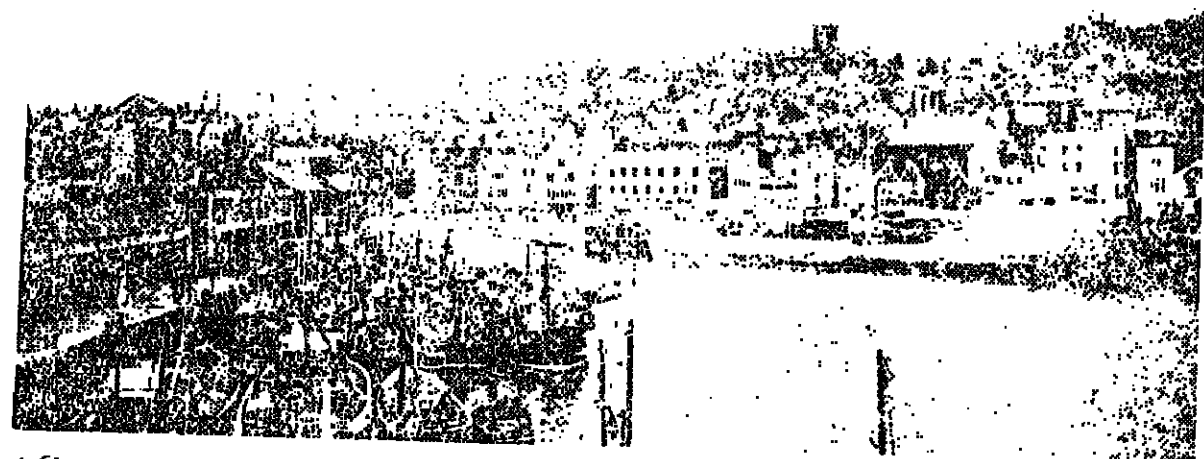
It is sure, they have little chance of persuading the conference to alter the union's constitution to allow secret elections, but the effort is being made and enough interest has been generated to make the issue number one on the agenda.

The threat of disaffiliation from the union is being used as the main weapon by some of the larger university student unions in the campaign for secret elections. But Aston University, who decided last week to leave the union, have quit for different reasons.

A general meeting of Aston students voted by 893 to 332 to leave because they were dissatisfied with the NUS leadership. Although they are apparently happy how the leaders are selected and elected, they do not like the ones they have got. And, although Aston was one of the prime movers for the secret ballot, they have decided not to support it.

What makes Aston's position even more difficult to understand is that they have just paid their £4,500 annual subscription and are members until next September.

Birmingham University students' union are demanding the secret ballot and could also withdraw from the NUS if it does not materialize. Conservative and Liberal students also support the demand. Unfortunately, the lone Liberal on the NUS executive says he intends to resign after the conference, because



'Scarborough, the modest seaside town on the east Yorkshire coast, does not know what is going to hit it tonight...'

Stephen Cohen previews the NUS conference and the moves by some students to force a change in leadership.



Four of a kind—and a wild card: (left to right) Charles Clarke (Broad Left); Alastair Stewart (Broad Left); Sue Shipman (Broad Left); Peter Ashby (Broad Left); Hugh Lanning (Independent Socialist).

he does not think the union are radical enough.

Opposition to the change in the union's electoral constitution is just as impressive. A rash of 22 amendments to the main motion have been put forward 10 of which start 'Before all...'

The present system where the leaders are elected by delegates at the spring conference is said to be fair and democratic, since 'active participation is preferable to passive and token involvement'.

Mr Charles Clarke, NUS president, argues that since the union's leaders are answerable to the conference, the supreme decision-making body, they should be elected by it. A national ballot would lead to conference mandates not carrying out conference mandates since they would not be responsible to it.

However, the union proposes minor changes in the electoral system. Candidates' manifestos should be circulated six weeks in advance to allow members time to debate the issues and instruct their delegates whom to vote for.

It is also proposed that conference delegates should be elected by a standardized ballot of all the local unions. At the moment there are various schemes. Some colleges have ballots, others rely on general meetings. And some leave it to the local president.

Mr Clarke said last week that the national union took the view that they should not interfere with the affairs of local unions. The NUS were basically a federation of individual student unions who were free to do what they wanted.

However, guidelines on how to conduct elections for delegates might be issued by the union's head office. 'We would not be opposed to secret ballots for election of delegates and secret ballots for nomination of delegates', Mr Clarke said.

When all the electoral reforms have been discussed at Scarborough, students will turn to grants. They are claiming a 33 per cent increase on the current rate of £740 a year.

The new claim is for £985 as a main rate, £1,080 for students at London universities and colleges, £1,240 for students who have to stay in a foreign country for some time, and £760 if they live at home.

Scarborough students who live in 'bed and breakfast' hostels will get £420, where their board and lodging is provided, and

£985 if they have to pay for it themselves. Eventually, the union want all student teachers to get the main rate.

The Government's method of calculating students' grants would, the NUS say, produce a rate of £925. The method fixes grants for 1975. The year after the calculations are made and assumes that prices will rise in the year ahead at the same rate as that just finishing. This works when inflation remains stable but fails when it increases dramatically.

The union's method starts with a base rate of grant of £845. This is what they say they should get if the purchasing power of grants was restored to its 1962 value when the system was introduced.

From this £845 they adopt a form of forecasting which allows the grant to represent costs in the middle of the period they are designed to cover, instead of the beginning.

In other words, we wish to forecast the level of grant needed to maintain 1962 purchasing power in the spring of 1976, and to add on to that a 12-month inflation rate which will enable the rate to represent costs in spring 1977, says the union's memorandum to the Department of Education and Science. The rate chosen is 14 per cent.

Attempts will be made at Scarborough to increase the claim. One amendment calls for £1,150 a year; another £1,200. The amendments come respectively from the Inner national Marxist Group and the International Socialists.

The exercise is slightly academic as the £985 claim has already been submitted, but the amendments allow the political views of the two left-wing organizations to be broadcast from the speaker's rostrum and for a row over the timing of the claim.

The extreme left are having a bad time in the NUS: the IS and the IMG have only one member each on the executive. Thirteen seats are held by the Broad Left, a mixture of Communists, Labour Party members and unaligned socialists, while one Liberal and one independent socialist complete the 17-strong executive.

The independent socialist is Mr Hugh Lanning, the union's treasurer and number four in the hierarchy after the president, deputy and

secretary, three posts filled by Broad Left members.

It was being said last week that if the Broad Left had any sense they would leave Mr Lanning alone and not attempt to oust him at the next elections in April. But the temptation of going for four acres could prove too strong for this all-powerful grouping. They would then have to decide which card to pick.

Mr Charles Clarke will stand again for president. Mr Al Stewart, the current deputy, has to retire constitutionally after his two years of office. Miss Sue Shipman will put up for secretary again. So if the Broad Left do try for four of a kind they have to find a deputy president and a treasurer.

The man now displaying all the airs of grooming to equip him for one of the jobs is Mr Peter Ashby, of Warwick University and now a vice-president of the NUS in charge of services.

Mr Ashby belongs to the Broad Left and appears to hold the trump card. He will be put up for one of the jobs—the group have not yet decided which—and will almost certainly succeed.

But, in yet another of those dead-end political quivers, not all the Broad Left likes Mr Ashby. In sudden campaigning appear to be a little too spontaneous, and the older members of the Broad Left think him unreliable.

To be sure, he is entirely amenable to the group's strict discipline but is something of an embarrassment to more liberal members, particularly as he keeps reminding them of group policy at inconvenient times.

The informed view is that Mr Ashby will be nominated for Mr Al Stewart's seat as deputy president. The alternative is that he will be told to stand against Mr Lanning for treasurer.

Whatever happens, the Broad Left hardliners cannot lose. They will get a member as deputy president, since his election is almost guaranteed. Or they will get him as treasurer and oust Mr Lanning. Or they will get rid of Mr Ashby.

The group's managers have really only one fact to consider when they decide what to do with Mr Ashby. He has his own ace in his pocket: he was president of Warwick University when one of his members, Mr Kevin Gately, died at the Red Lion Square demonstration earlier this year against the National Front.

He co-wrote a book on the affair. The emotional appeal, tragic though the circumstances are, is a powerful argument in his favour.

Two possible candidates who might be promoted by the Broad Left are Mr Trevor Phillips, Imperial College and vice-president in charge of education, and Mr Chris Morgan, St Andrews University.

Little hope is held out for Mr John Webster, another NUS vice president, who came a cropper last year over a tent in Regent's Park. Mr Webster had the idea of publicizing the plight of London's homeless students by hiring a tent and filling it with them. It wasn't a very large tent to start with, and, sadly, hardly anyone turned up. Of such things are student political careers made.

Of £760 a week rent paid by Warwick University students £240 goes to pay off the loans raised to build their hostels. This was quoted by the university council last week as an example of the unfair burden students have to shoulder.

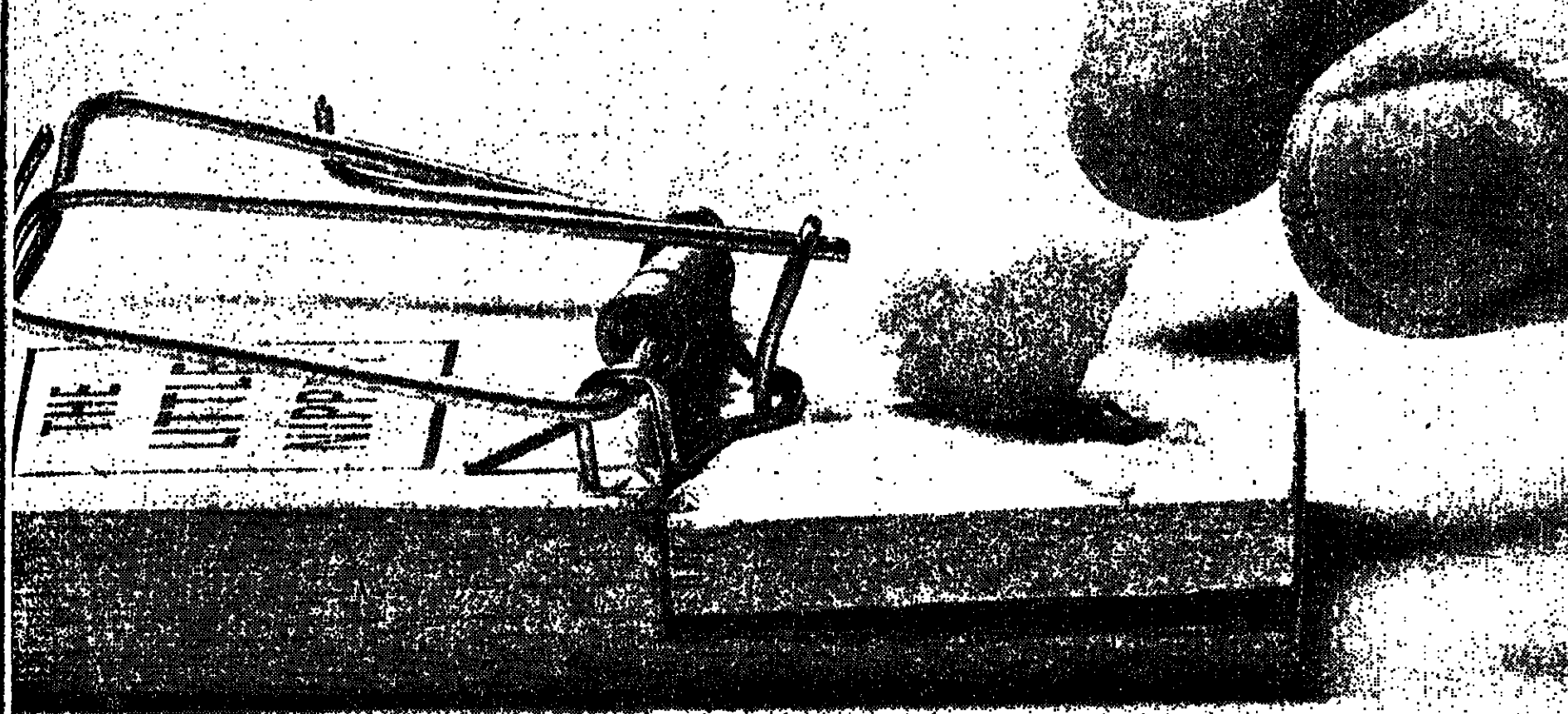
Students have no choice but to pay the rent fixed by the universities or landlords, said a council statement. 'University rents are dictated by the economic necessity of keeping the rent account in balance in accordance with the present policy of Her Majesty's Government'.

Most of the residences at new universities, such as Warwick, were required to be built through loan finance instead of by capital grants from the University Grants Committee. As a result students have to pay the loan as part of their rent.

'Similarly the cost of student meals not subsidised by Government funds, as is the case in other sectors of education, is another source of irritation the university can do little to alleviate.'

The council says that student grants must be increased to a reasonable level and suggest that 1980 a year will be an appropriate figure by next February.

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Social services go for second-rate

by Frances Stadlen

Social services departments must put aside their dreams of national standards and organize instead for second-rate practice. The key skill is rationing. If they could manage this, they could still aim for growth in achievement.

Three hundred social services directors, committee chairmen, treasurers and councillors heard this from Professor John Stewart, associate director of the Institute of Local Government Studies at Birmingham University at a social services conference in London last week. The conference was organized by the local authority associations.

Corporate planning, he said, had long seemed an attractive idea. Necessity had now forced the case for it. Strange things were being done in its name. Proliferating committees and endless agendas meant that the one thing policy and resources committees could never consider was policy and resources.

Many speakers pointed to the need to work out priorities and to cooperate instead of compete with other services. Mr Fred Adams, director of education for South Glamorgan, said that education and social departments would now agree that they were not two separate services but facets of the same problem.

Dr Brian Meredith-Davies, director of social services for Liverpool, said it was vital to take a joint approach to the under-fives. Membership of the Warnock Committee had shown him that handicapped children, for part of the time, could be cared for in residential schools, which were empty for 10 weeks of the year. Treatment for mental and just children called for liaison between education departments and juvenile magistrates.

Mr William Turner, Birmingham, said training must be balanced with need. Too many people were being trained for the few jobs in pre-school nurseries. More joint planning might avert this.

Miss Olive Stevenson, reader in applied social studies, said that the department of social and administrative studies at Oxford University, questioned the wisdom of the use of scarce field workers for child welfare.

Resources, she said, were increasingly being allocated to children to

the neglect of the mentally ill and the elderly. Supervising minor delinquents or truants living in areas where such behaviour was more normal than pathological, was a questionable use of their time.

Professor Maurice Kogan, professor of government and social administration at Brunel University, said that a research project, which his department was conducting with four comprehensive schools and their local social services departments, had taught him that teachers did not understand the assumptions of social workers. They both constantly have to change tasks. The result was an uneconomic and frustrating use of time.

"We need to know both what our colleagues can and what they cannot do," he said. The question was whether social workers should cultivate a strong relationship with teachers or act as "a sort of licensed adversary" of the school.

Ms Elisabeth Hoodless, executive director of Community Service Volunteers, asked if the German practice of allowing volunteers to tender for routine tasks could be transplanted to Britain.

Mr Alexander Lyon, Minister of State at the Home Office, said the fact that voluntary organizations represented worthy causes did not justify their use in a time of scarcity. They, too, could be bad buys.

On the other hand, intelligent use of the voluntary sector could reap substantial dividends. However, proper planning and support was vital.

Self-help, which was growing among minority communities, was a "most significant and encouraging development". By being preventative it often avoided the need for a statutory or professional response.

The Home Office's urban aid scheme was a limited experiment for interesting minority group projects. Local authorities should be sufficiently disinclined to give aid to the most urgent and compelling projects, and should not snap it up for their own less important schemes.

Urban aid might be to be "scrapped". The Government and local authorities ought to recognize their responsibilities for coping with racial disadvantage. Urban aid should be seen simply as a measure, and an inadequate one at that.

Specialist in handicapped joins brain-drain

by Diane Spencer

Dr Simon Haskell, one of Britain's leading authorities on the education of physically handicapped children, is leaving the country. The news that he is to take up a lectureship in Australia has caused concern in the special education world.

Mrs Margaret Paul, education officer of the Spastics Society, said: "All his colleagues are mightily concerned that someone so important is going because of lack of resources and support. Integration is a key issue now and it is not the time to lose our greatest expert."

Dr Haskell is to be senior lecturer at a new institute of special education near Melbourne. The institute will offer courses on "sensitizing" general students to the difficulties of the handicapped as well as post-graduate courses.

Dr Haskell is excited by the prospect but he said "It is to my great sorrow that there is not an institute like it in this country. When he first came to the Institute of Education he had hoped that his department could develop in this way, but this was unlikely to happen in the near future."

He has been teaching a one-year advanced course. Only 12 teachers are admitted each year, some from

abroad. Many of them become key administrators or headteachers. He fears that the course will be changed after he leaves.

There is a danger, he says, that the institute will concentrate on research at the expense of practical courses for teachers. "I will be a great pity if teachers are excluded from universities. We cannot improve the morale of special educationists if we suggest that teachers have not got the intellectual calibre to cope with advanced work."

Dr F. F. Morgenstern, a child psychiatrist and former colleague, said Dr Haskell was one of the few left who could strike a balance between research and practical teaching. After taking his course, teachers could judge the value of new educational theories and do useful research as well.

Dr Haskell thinks we neglect teacher training in special education at our peril. "It is grotesque that there are no requirements for teachers in special education, except for the blind and deaf, to get extra training and qualifications. These children are presenting the most complex problems in the classroom and we must give teachers a deeper understanding of the underlying nature of learning disorders."

It is a scandal, he says, that there is "not one university college throughout the length and breadth

Smokers do do badly in class

Children who smoke do badly in school. They also understand less about the effects of smoking and what their teachers say on the subject, a conference organized by the pressure group, Action on Smoking and Health (ASH), heard this week. Dr Beulah Bewley, of the department of community medicine, St Thomas' Hospital, London, said health education must be more effective to stop children from ever starting the habit.

She described a research project in Kent, in which 5,000 school children aged between 10 and 12 were asked about smoking. Seventy per cent of the boys and 25 per cent of the girls said they smoked at least one cigarette a week.

Dr Bewley said girls tended to smoke if their mothers or sisters did. But their friends less influenced by what their friends did than boys. Boys start smoking earlier and there is a time-lag of two or three years before girls catch up.

Academically smokers tended to do worse than non-smokers, and head teachers were rated "poor" by their pupils.

Children did not smoke because they enjoyed it or found it relaxing. "To show off or look big" was the most common reason given. The girls' second reason was "a look grown up", whereas the boys said they did it "because friends smoke".

Health, disapproval by parents, "dirty habit" and "getting into trouble" were among the reasons given for not smoking. Teachers, however, were not important. Those who smoked were less likely to say it was a danger to health. "Children in this age group (10 to 12) who are experimenting with cigarettes do not understand what is meant by lung cancer."

They knew that smoking caused lung cancer and bronchitis, but most did not understand these terms. Knowledge and beliefs were not connected with their smoking.

£4m share-out

The Department of Education and Science have announced an extra building programme of £4m to help employment in the construction industry.

Local authorities will be able to spend the money on secondary reorganization, improving fire precautions, energy-saving measures and other improvements in schools. The universities will get £250,000 of the £4m.



of Britain specializing in the advanced training of teachers for the handicapped." Until recently there was no chance in special education, a commonplace in most European and American universities.

"Generous improvements in salaries and investment in buildings and gadgetry are a pathetic response to the needs of special education. More money should be spent on training teachers as they are vitally important in changing education."

However, he says he is very happy about leaving. "It is a great concern and commitment to special education, especially of his teacher students. What he would have liked would have been to run the same sort of institute in this country as he will in Australia."

Taylor inquiry into managers and governors

Cooperation on curriculum a 'vital necessity'

School governors should be responsible for ensuring cooperation over the curriculum in associated secondary schools, the Taylor Committee said this week.

Resistance from the unit of management in the public services at Sheffield Polytechnic criticized this lack of cooperation as well as the reluctance of teachers to tackle this crucial issue.

"We appreciate that the committee may come to new conclusions about the responsibility for the control of the curriculum, but we believe it should not be possible for a school to ignore or neglect the crucial need to cooperate in curriculum matters with its associated school or schools."

The unit, where students include heads, deputy heads, senior teachers and heads of departments from secondary schools and heads and deputy heads from primary schools, said it was a matter of considerable regret that after 30 years there was still little or no cooperation between associated schools, such as 11-14 and 14-18 comprehensive schools.

The issue was made all the more pressing and important by secondary reorganization along comprehensive lines. "Consultations in curriculum matters between primary and secondary schools should be taken place (but generally speaking did not) under a selective system. The problem could not be solved. It should be dealt with in the context of a comprehensive system."

One former county L.E.A. recognized the early stages of planning their comprehensive system as "a vital necessity of firm decisions for consultation and co-operation between associated schools, and changed their articles of government. The new articles put the onus on the governors to ensure full cooperation over the curriculum between associated schools. The Secretary of State approved the change for both county and voluntary schools."

"We hope that such cooperation will take place as a matter of course through teaching staffs, but we feel there must be safeguards and guarantees in such an important matter." It had received far too little attention in the past.

'Let governors handle cash'

Governing bodies should be given control over spending, said the headmasters' Association in evidence. Although L.E.A.s should decide the total sums, it was not necessary for them to decide how the money was spent.

Governors should be allowed to determine priorities in spending on staffs and the "petty bar" between groups of expenditure on items such as library books, technology, apparatus and equipment should be done away with.

Staffing needs could be judged more accurately at a school than at the headquarters of an L.E.A. Department of a school's points score should be determined by the governing body.

The responsibility for appointing teachers should also lie with the governing body.

More busy men and women would be persuaded to serve on governing bodies if they felt they had significant responsibilities and powers.

There was no reason why L.E.A. committees should form a majority of the school's governors. Governing bodies should be "as independent as possible of party political considerations".

Governors should be trained-Dr Briault

The education officer for the Inner London Education Authority, Dr Eric Briault, wants a new code of practice drawn up to help parents, teachers and heads when they become governors.

This week, Dr Briault said in draft evidence, which is likely to be submitted to the Taylor committee, that school government was much more complex. Teachers, parents and pupils could now become governors. There was a need for more consultation and participation by all those involved with schools.

In the L.E.A. area managers and governors were increasingly interested in their work in the schools and there was a continuing demand for training courses which the authority had started in 1972. "We feel that the committee should consider the whole question of training."

Dr Briault suggests that university members of secondary school governing bodies and institute of education members on primary school bodies could well be dropped. In spite of the additional members suggested by his evidence, the L.E.A. felt that the majority view of the authority should prevail. "We therefore believe it desirable to have an overall political majority on managing and governing bodies."

Local education authorities should be given greater control by legislation over admission of pupils to voluntary schools. "We wish to draw the committee's particular attention to the inconsistency between county and voluntary schools whereby the latter are prohibited from having any staff representation on their managing or governing bodies."

The articles of government should state that L.E.A. officers have the right to attend meetings of voluntary schools governors. Copies of agendas and minutes should automatically be sent to the authority.

Research last year showed significant support for more parent and teacher members on governing and managing bodies, as well as the introduction of non-teaching staff members. The L.E.A. consulted every managing and governing body in their area.

He said there was a "delicate balance" in the relationship between the governing body and the L.E.A. and the governing body and the head and staff. "It is our view that this should be maintained much as at present and not defined too precisely." The present arrangements had "generally worked well".

No place for pupils on boards, say heads

The National Association of Head Teachers have criticized political appointments to governing and managing bodies in their evidence.

"We feel that authorities already have adequate control first over the flow of finance and second by virtue of their responsibility, at least in county schools, for making instruments and articles of government subject, in the latter case, to approval by the Secretary of State."

"The swing should now be away from dominant local authority representation to that of the local community where we feel resources are as yet largely untapped, and revised instruments should reflect this."

The NAHT, who have 18,000 members, said representatives should be drawn from the local community. All parents should have the right to vote for parent governors in their school by postal ballot.

"We abhor the decision of the Durham education authority to appoint parents to governing bodies without any reference to the parents of schools as a whole. We see this action as an abuse of the principle of democratic parental involvement for what may be party political reasons."

Another way of tightening up the system could be obligatory full

meetings of managers and governors once a term. Governors who were persistently absent, except for health or other urgent personal reasons, should be sacked.

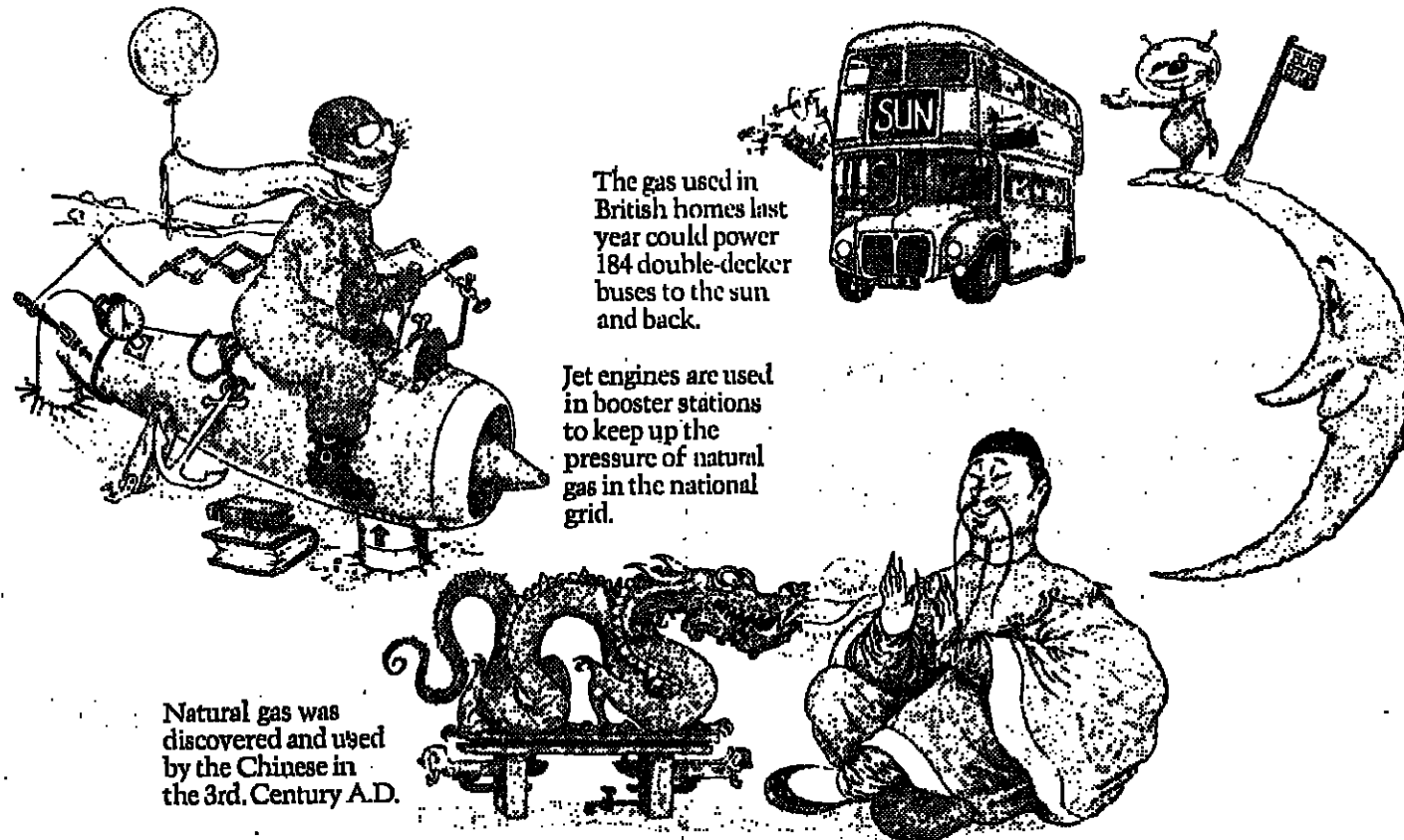
The heads felt there was no case for pupils on governing bodies. They lacked experience and "turn-over" made continuity of service difficult.

The NAHT do not want head teachers to be members of their schools' governing bodies. This might interfere with their ability to report objectively. However, heads should have the right to attend and speak at all governors' meetings.

The association also said governors should be given some training; appointments should be for three years, renewable once; no members should be allowed to serve on many governing bodies, and two members of the same family should not be allowed to sit on the same governing body; teachers should be represented in schools with five or more teachers and the number of governors should be related to the size of the school, between six and 15.

The NAHT support the straightforward working already adopted in some areas, that "the headteacher in consultation with the L.E.A. shall be responsible for the general direction of the conduct and curriculum of the school".

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Students learning child-care at Stoke Newington. Soon young unmarried mothers will join them.

European money draws unmarried mothers back to their studies

by Adam Hopkins
Sunday Times Education correspondent

Teenage mothers in London will soon be receiving direct help from the Common Market. Last week the EEC Commissioners in Brussels announced their support for a number of schemes to help poor families in Britain. One of them is for single-parent families in Stoke Newington, Hackney, one of the poorest areas in one of the poorest boroughs in London.

In the next two years the Common Market and the Home Office will give £500,000 for a day-care centre for small children at the Stoke Newington branch of Hackney College. The idea is that young unmarried girls will be able to leave their babies and toddlers in a crèche while carrying on with studies that would otherwise have been abandoned. They will also be able to learn about child care.

Some single mothers working to support young families will also be able to leave children at the crèche. Altogether there will be room for 26 full-time and 25 part-time children, up to the age of five.

Another hope behind the scheme, evolved jointly by local mothers and the college, is to improve the methods of the local unregistered child minders.

Surveys suggest that the number of single girls with babies is particularly great in Hackney and local nurseries are heavily oversubscribed. Many young people from the north take refuge in the anonymity of the borough and many unmarried mothers are West Indian.

Norma Minott, 18, and Claudette

Bramwell, 19, both of West Indian origin, belong to a discussion group who meet at a Hackney youth counselling centre. They described how many young girls in the area try to break away from home—homes which are often very strict, particularly with first generation immigrants.

Many of these girls find themselves pregnant and alone. They are trapped, as they cannot work or study, by the babies they long to keep, in spite of bad housing and poverty.

"A friend of mine," said Norma, "left her baby with a lady to look after. But she wasn't feeding him. He was always crying. So my friend thought there was something wrong with him. She decided she had to give up work and be with the baby."

"But all the people at work say things like 'These girls just come to this country and don't want to do anything, just sit about and live off the state'. But how can my friend go to work and know her baby's suffering?"

Claudette mentioned another friend who is 18 and has a 10-month baby. "She can't exactly find the job she wants. She's like to go to college and study for secretarial work. But she has to sit at home in a room with the baby. Not going to work just makes you lazy and tired, doesn't it?"

Norma and Claudette know one 14-year-old with a baby and many 16-year-olds. Norma thought the planned day care centre "will just be a drop in the ocean but at least it's something starting."

The Hackney scheme is part of the Family Day Centre Project, one of seven British pilot projects approved under the EEC anti-poverty programme, authorized last

June by the Council of Ministers. The commission pay half the cost of projects and member states the other half.

The total cost of the United Kingdom programme will be £500,000. This will also cover projects in South Wales, Lothian, Cragg, and Northern Ireland, help to set up advice bureaux and set up resource centres for the deprived areas of a major city.

The commission consulted social welfare organizations as well as government departments in developing the programmes. They agreed to coordinate projects within the EEC so that experiences can be shared and human problems solved more quickly.

The Family Day Centre Project was suggested by seven voluntary organizations, who wanted to separate experiments and to deal with the deprivations of severe poverty, such as depression, social and cultural isolation. Their aim is to help by helping the poorest to help themselves.

The Hackney experiment was put forward by the Before Day Care Project Committee, who proposed day-care for children combined with educational opportunities for children, mothers and child-minders.

Other experiments are being conducted by the London Council of Social Service (help with child-rearing, especially developing ability to play), Gingerbread, Cragg (after-school and holiday play for children of one-parent families), Aide à Toute Détresse (resource centre and discussion group), Cambridge House (training able mothers to help vulnerable families) and Camden Family Service Unit (chance to escape home stress and develop domestic skills).

Vandals hit at handicapped

Homes and workshops for the handicapped will begin to look like concentration camps if vandals continue their attacks on them, according to the Spastics Society. Thousands of pounds are being spent on repairs and preparations to prevent further damage, and the only depressing alternative may be to board up windows or put barbed wire fences around the homes.

At one workshop, ambulances took the disabled to and from work have been damaged, tyres slashed, windcreens smashed and wipers torn off. In one house a firework was thrown into the house of a girl in a wheelchair.

The Spastics Society are circulating a letter to housing estates warning one home to explain the work done there. They hope the letter will stop further damage. Mr James Loring, the society's director, said: "The malicious callousness of the vicious vandals who mount these attacks on the most vulnerable members of our society is sickening."

South-East tops selection list

South-east England had the largest number of grammar schools just before local government reorganisation last year, according to latest figures from the Department of Education and Science.

A new table which breaks down the number of teachers and pupils in each local authority shows that in 1974 there were 79,731 pupils in grammar schools in the south-east, followed by the north-west with 70,048. Wales had only 11,189.

The Greater London Education Authority had 26,586. Cheshire 24,667, Lancashire 23,214, Birmingham 14,473 and Yorkshire (West Riding) 13,405.

The statistics also show the big increase in teacher numbers for 30 years. In maintained primary schools the pupil teacher ratio fell from 25.5 to 24.5 and average class size from 30.8 to 30.3. In maintained secondary schools, affected by RSLA and the increasing size of the age group, the pupil teacher ratio deteriorated from 17.0 to 17.3. Statistics of Education, 1974, Vol 1, HMSO, 43.75.

Victory in sight for adult education—Ruskin head

The Government are to receive a delegation representing adult education to discuss setting up a national development council for adult education as recommended in the Russell report.

This was announced by Mr Bill Hughes, principal of Ruskin College, at a special conference called by the Russell Report Campaign Committee in London last week. He told delegates from the 30 adult education bodies which met up the campaign that he was now more optimistic.

"I think adult education has passed its Dunkirk and preparations are under way for Operation Overlord and V.E. Day." The economic crisis would not last for ever. It was time to set up a council to think about how adult education should develop.

There were encouraging straws in the wind: the adult literacy programme, mandatory grants for adult students at residential colleges, and the £250,000 grant to the Workers' Educational Association.

The Russell report had not been forgotten. "I believe the Department of Education and Science have taken this document as a guideline for their policy when resources become available."

A national development council would need to carry the DES assessors with them. But they should be allowed to publish their own reports, with or without DES backing.

Mr Richard Freeman of the National Extension College, disagreed. The great weakness of the Russell report, he said, was that "the dead hand of the DES is stamped all over it. It has not the inspiration of the Robbins report. It has not the inspiration of the Plowden report". It failed to arouse any enthusiasm outside adult education.

A national development council would get further in terms of doing something new if it was free of the DES. The model should be the National Consumer Council, which had government funding but was able to criticize the Government.

Mr Neil Barnes, of the BBC, was also unhappy about linking the proposed council too closely with the DES. A substantial amount of adult education was associated with the Department of Employment or the Department of Health and Social Security.

But Mr Ted Foulser, general secretary of the Association for Adult Education, said that because so much adult education was actually under the control of local education authorities, it was essential to have DES support. This was the clear lesson of the adult literacy programme.

Agreement on standards in literacy drive

by Carolyn O'Grady

Publishers and adult literacy campaigners met last week to agree on standards for publications for adult illiterates.

The meeting was arranged by the Educational Publishers Council and the reading materials panel of the Adult Literacy Resource Agency.

It was called against a background of concern among adult literacy campaigners that the symbol which advertisers help for adult illiterates will be used on publications which have not been sufficiently researched and are unsuitable for these illiterates.

The standards suggested by the agency covered subjects such as readability of material, its acceptability to adults, illustrations, typefaces and vocabulary.

Guidelines will be published soon to set standards for new publications aimed specifically at adult illiterates. They will also help publishers to indicate those children's books already published which could be marketed as suitable for illiterates.

Many of these publications will be published and marketed without the adult literacy symbol. But as the symbol is free from copyright, there is no control of its use.

The adult literacy symbol was launched last March when it was used as a vital weapon in the fight to break down the communication barriers that prevent most illiterate adults knowing that any one is interested or able to help them. The symbol has been well received by the BBC and the Adult Literacy Resource Agency.

Before the meeting Mr William Brewster, director of the agency, said that the symbol could be used, though so far as he knew few publications which used it were unsuitable.

The reading needs of adult illiterates, he said, should be met by publishers using the symbol on unsuitable material, there was a need for a system would be required if copyright on the symbol was acquired.

Soya saves £15,000

Wiltshire County Council announced this week that they will increase their use of textured soya protein instead of meat in school dinners. This conflicts with last week's Department of Education and Science report, *Nutrition in Schools*, which said soya should be used as well as the recommended quantities of meat.

The county based their decision on a report by the food standards committee of the Ministry of Agriculture, Fisheries and Food, who studied the use of soya in schools and hospitals last February.

This report is the most up-to-date. The DES research on soya predated the FSC's study, but was held up for more than six months.

The FSC said soya bean must be fortified with extra nutrients if it was used as a meat substitute in school meals. Iron, vitamins and amino acids normally found in meat, but not in soya, should be added. Even then soya products should only be used to replace 10 per cent

of the meat averaged over a period of time. The DES recommendation referred only to unfortified products.

Wiltshire have been substituting soya for 20 per cent of the meat in cottage pies, curries, hamburgers and "beef" loaf since June. They restricted its use to one meal a month, at first, for a saving of £5,000 a year.

The I.e.n. plan to adopt the FSC's recommendation on the permissible quantities of soya substitute. This, they say, will save £15,000 a year. They are not, however, following the recommendations on quality.

No extra nutrients will be added. Mr John Biggs, the county catering officer, said they were reconsidering which product to use. "At the moment only one is fortified and that is so pricey as to make it hardly worth using at all."

The recommendations of the two committees are simply for the guidance of local authorities. They do not have the force of law.

Fight back for fair play

A national campaign to defend the right of children to play in spite of cuts in public spending was announced at the annual meeting in London last week of Fair Play for Children, the national coordinating organization.

The organization, whose members

include the National Playing Fields Association, Make Children Happy, Inter-Action, the London Adventure Playground Association and the Pre-School Playgroups Association, have completed their first full year with the help of a grant from the Home Office voluntary services unit.



So they should be. Teaching aids certainly create new possibilities, but that's no reason why they should make life more difficult.

And so, BASF—the inventors of recording tape—have made their cassette recorders as simple to operate as they're sophisticated in design.

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BASF—the complete cassette system, from the people who started the tape industry forty years ago.

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The Professional Association of Teachers is proud to announce the development of a full series of courses which are open to all engaged in education, irrespective of whether they are PAT members or not.

Courses vary from weekend to eight day courses, arranged during the school holidays. Owing to the difficulties that many teachers are experiencing in obtaining financial assistance from their local authorities, arrangements for the Summer School courses have been made for deferred payments.

Full details of the courses, and their cost, are available from the sponsors:

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Applications to: Admissions Section (E.D.), City of Birmingham Polytechnic, Corporation Street, Birmingham B4 7DX. Telephone enquiries: Westbourne Road, Edgbaston, 021-454 5106.

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Applications are invited from serving teachers for this one-year, full-time course commencing in September, 1976, which leads to the University of Leicester Diploma in Educational Studies (Handicapped Children).

Full details and application forms may be obtained from the Chief Administrative Officer, College of Education, Scampton, Leicester LE7 9SU, to whom completed forms should be returned as soon as possible but certainly not later than 31st March, 1976.

'A shoulder to weep on'—that's what every new teacher needs

There are just two pilot induction schemes for new teachers running—all that is left of the 1972 White Paper plans for a national system due to be introduced this

year. STEPHEN COHEN reports on what the probationers and their tutors have learnt in Liverpool and the need to continue the experiment

When Mrs Margaret Thatcher, the then Education Secretary, published her White Paper on education three years ago there was, amid the hubbub of comment, dissent and opposition, nearly unanimous approval for the short section on the induction of new teachers.

No major profession, the White Paper said, expected its new entrants to make a full contribution, however thorough their training.

Some student teachers would have refrained that as: "We weren't taught how to teach at college." Being thrown in at the deep end of the classroom just after leaving college and being expected to carry on like full-time members of staff is a daunting prospect.

The White Paper recognised this and said during the probationary year teachers should receive the kind of help and support needed to make induction more effective and less daunting. They should be released for at least a fifth of their time for some training.

At work they should have a lightened timetable, equal to three quarters of a full teaching load.

Pilot schemes were to be set up. The Government aimed to introduce the system nationally during this school year.

It took two years to decide where the pilot schemes would start. Originally, five areas were considered, but three pulled out when it became clear how expensive the experiments would be. Liverpool and Northumberland were left.

There is no prospect of an induction scheme in every local authority this year or next. The cost at 1972 prices, would be about £55m, and that sort of money is not available.

Even Liverpool, who have so far been given £120 by the DES for each probationer, a total of £45,000, do not know what will happen when the experiment ends next year.

"It would be disgraceful, immoral, if Liverpool were forced to put its new teachers back on a full teaching load after the experience we have had over the past two years", said one local head.

Mr Bill Moss, head of Speke Comprehensive School, was seconded to the scheme for the first few months. The greatest benefit, he said, was the lightened teaching load for probationers and the presence of a teacher-tutor "to provide a shoulder to weep on".

Every school with probationer teachers has a tutor. Some have more than one tutor, depending on the number of new entrants. The tutors are paid £12 a month for one or two probationers, £18 for up to four, £24 for five or more.

Schools were invited to appoint their own tutors and in most cases this worked successfully. But in some smaller schools no one was

interested or there was just the head and three or four probationers on the staff.

Allowing the head to become the tutor could lead to conflict. It would be difficult for a new teacher to turn to such a person in difficulty, when it was clear that the head would assess the teacher's performance at the end of the year.

In the first year of the scheme more than half the tutors were heads or deputies. This has now been reduced.

A full-time teacher, Schools with a staffing quota of say, 20, could in theory have 30 probationers and not exceed the quota. "It's called having three for the price of two", said Mr Moss.

Tutors are allowed two free periods for each trainee as well as their normal free time. Some tutors have found themselves with 20 free periods in a 40-period week.

"Schools have found difficulty in releasing teachers to go to the professional centres", Mr Moss said. "But it's not a question of releasing them. They should not appear on the timetable for that day."

"This has led to hours and hours of debate and acrimony when the head has said he can't release them because he has six staff off with the 'flu'."

Another difficulty is more closely connected with teaching. "Ideally, English teachers should have at least one period a day with the class. A probationer English teacher has to miss one day a week and this breaks the continuity. But these disadvantages are overwhelmed by the advantage of the lightened teaching load."

The professional centres are in education colleges. Probationers visit once a fortnight. In the week in between they have a day off, but stay in school going through their work with the tutor.

Liverpool warned their applicants two years ago that they would be expected to take part in the scheme if they were appointed from college.

"We were worried that they might be dissuaded from coming here because they would be sent back to college. But that didn't happen at all."

Five hundred probationers attend the centres for discussions, seminars and, occasionally, lectures. Mrs Mander, a teacher at Broad Green Primary School, took part in the scheme last year. She is now qualified and says the courses laid on at the centres were much more practical than the lectures at her training college.

The probationers' calls for help show where college training falls down. All except two probationers

in the first year of the scheme asked for help in teaching reading and mathematics. Other areas were science, arts and crafts, music, movement and physical education. The lesson for the colleges must be clear: if students cannot cope with the basics of reading and mathematics the colleges must change their teaching.

But there would still be a need for the induction scheme, say the Liverpool organizers. It would be impossible to produce the perfect teacher, no matter how comprehensive the college training. There would still be a need for help from probationers and their tutors.

One of the benefits of the scheme has been a "directory of skills" which lists schools in the city willing to accept groups of probationers to see why they are so good at, say, science or music or art or swimming or chess.

This goes back to the old-fashioned demonstration lesson and, apparently, it works. It also costs nothing, apart from travelling expenses.

The courses vary from centre to centre, but most include sessions on classroom management, often with a panel of experienced teachers describing practical difficulties. Teachers' legal obligations, the social background of children and special difficulties or children in distress.

The teacher tutor's handbook lists the main difficulties faced by probationers. They vary from being able to deal with wide ability groups to discipline, shyness and lack of self-confidence, maintaining records, preparing lessons, working in visual aids and physical education.

Personal difficulties mainly concern money, stress and fatigue, loneliness, poor accommodation, ill health and lack of leisure after work. During their training course the tutors are equipped to deal with all these.

One tutor said she saw herself in the front line. "I'm someone who has to put into practice all the theoretical ideas students go before they come into the classroom."

"When I was a probationer I was given 48 unstructured eight and nine year-olds in a Catholic school with out a day's training. I was saved by the deputy head."

"The things I picked up that year from that person I still use now. If you can get to the probationers the skills necessary to use after their training, they will survive."

Brief

prob
branch of the NUT
ask all schools in the town
their views on what proposed
any education cuts of nearly
will mean in terms of fewer
teachers and equipment.
also want to know how many
of work teachers there are in
the area.

Learning by phone

Students at Essex Uni-
versity, who were given £60 to
attend on guest speakers for an
course in phonetics, decided
to spend it on phone calls
leading experts in this field.

Sponsored pick-up

Boys and girls from the third year
of Monkwick secondary School,
Essex, held a sponsored
pick-up of the surrounding
estate. The money raised
will be spent on coal vouchers
for the aged at Christmas.

Pentagon view

Captain Grace Hopper, of the Pen-
tagon, is to speak on the techno-
logical explosion to the student
group of the British Computer
Group at Thames Polytechnic on
December 16.

Properties of glass

Experiments will be used
to demonstrate unexpected prop-
erties of glass during lectures by
J. A. Frost, Reading University,
Imperial College, South Kensington,
on December 16, 17 and 18.

School reports

Advantages of school reports
discussed in *School Reports and
Information for Parents*, by
Laurie Green, head of Queens-
bury Primary School, Fulham,
London SW6 6ND. The booklet is
available from Home and School
Publications, 17, Jacksons
Lane, Billericay, Essex CM11 1AH,
0474 5111.

Minerals exhibition

The ABC of Minerals exhibition
continues at Merseyside County
Museum until April 4.

Appeal for books

Mersey College, Lancaster, are
appealing for out-of-print books on
history and literature for their
new library. They are also
looking for a new course which they
have started as part of their BEd
course.

Winning idea

Bill Siedman, of Clarendon
College, Nottingham, won first prize
in the Catering Research Institute's
competition for the best
idea in catering education. He
suggested a system to ensure that a
set of recipes would cover all
the commodities, processes and
methods needed by a student.

TEC HDip

A new programme of study to be
approved for an award of the Tech-
nical Education Council is an
HDip course in land surveying at
South East London Polytechnic. The
three-year course will now
qualify for a TEC Higher Diploma.

Tower reopens

The Bloody Tower is again open to
the public. A booklet *HM Tower
of London Educational Visits and
Courses* has been produced for tea-
chers and is available from the Edu-
cation Officer, The Armouries,
Tower of London EC3.

Go to music

The *Hillington House Suite*, a piece
for brass bands, has been
composed for the 25th anniversary
celebrations of the adult
ensemble. The suite is for adult
ensemble. It was composed by
John Wood, a Yorkshire man.

The own code

More than 1,700 children have con-
tributed to the second edition of
My Roadbook, a booklet pro-
duced by pupils at Gorae Hill Pri-
mary School, London, as their own
code of the Highway Code.

Arctic expedition

A party of 10 from Hudders-
field College is to go on an
expedition to the Alaska-Canada border
in 1977.

Blacks shy away from O levels

White school-leavers in Sheffield
and Bradford do better in O level
and CSE than blacks, and the dif-
ference is not properly explained by
the language difficulties of Asians
and West Indians.

This is one of the preliminary
findings of a Bradford University
research study, given at a Depart-
ment of Employment seminar last
year and now included in a book,
*Entering the World of Work: Some
Sociological Perspectives* by Pro-
fessor Sheila Allen and Mr
Christopher Smith.

The authors interviewed 368
school-leavers in Bradford and 300
in Sheffield in 1972. They found
that the white leavers who tried O
level or CSE had an overall average
of 2.8 passes, compared with only 1.9
passes for the blacks. The perform-
ance of the whites was raised
slightly by the high pass rate of the
East Europeans in the two cities.

Asian and West Indian leavers
were less likely to have even tried
O level and CSE, and not one of the
sample who started work in 1971
had done an A level course.

More than 100 of the 161 indi-
genous whites in the Bradford
sample and 118 of the 178 in Shef-
field had done some sort of public
examination. This compared with
only 23 out of 93 Pakistanis in the

two cities; 24 out of 68 Indians;
and 32 out of 76 West Indians.

The lack of achievement of black
children was explained by the
schools in terms of individual
characteristics. The reasons most
often given by teachers were "lan-
guage difficulties" among those
whose parents were from India or
Pakistan; "linguistic problems",
lack of discipline and poor home
circumstances in the case of West
Indians.

More than a quarter of the immi-
grant children had more than 10
years' schooling in Britain.
Although the children did better the
longer their period of British school-
ing, the improvement was smaller
than might have been expected.

"The evidence from the question-
naire and from the systematic re-
ports of interviewers on language
and linguistic competence", say the
authors, "does not support the con-
tention that language is as great a
problem as many of the teachers
claimed. The level of literacy
indicated that there was no difference
on ethnic lines."

Mr Smith said last week that the
results of 17 per cent of blacks and
14 per cent of whites were so badly
complicated that they were considered
to have difficulties in communica-
tion. They often did not even spell
their own names and addresses
correctly. This was not an accurate

measure, but it gave an indication
of their level of literacy.

The research, aimed at finding out
the obstacles faced by minority
group children transferring from
education to work, revealed that
white leavers got better jobs more
easily than did blacks.

In November 1971 there were two
black clients for every white wait-
ing at Bradford Youth Employment
Office. In Sheffield 13 per cent of
West Indian boys and 25 per cent
of girls were without jobs, compared
with under 3 per cent of white
boys and girls.

Most white leavers also got higher
grade jobs, with the exception of a
small number of Asian boys, who
started apprenticeships and West
Indian girls, who entered nursing.
Half the West Indian girls with O
level or CSE passes were employed
in routine jobs such as sewing.

About 10 per cent of the Asians
and West Indians believed that
white school-leavers had an advan-
tage, but few of them reported
actual experience of discrimination.

Carriers teachers are not particu-
larly aware of the special difficulties
facing young blacks trying to get
jobs, say the authors. "Without
special training it is unlikely that
they can do much to improve the
advice they give."

*Entering the World of Work: Some
Sociological Perspectives.* HMSO,
£1.75.

Join the TUC dons told

University dons will be advised this
month to vote for membership of
the TUC. The executive committee
of the Association of University
Teachers have decided to recom-
mend affiliation and want to hold a
ballot in February or March.

The December council meeting in
Swansea will be asked to decide the
form of question on the ballot paper
and the majority required for a
decision. They will propose
"Should AUT affiliate to the
TUC?" and a two-thirds majority.

Last month's issue of the associa-
tion's magazine carries a personal
recommendation for affiliation from
the former president, Professor Bill
Wallace.

Although Professor Wallace advo-
cates membership "with some re-
sistance" he sees the AUT
influencing the TUC and, if the
experiment fails, withdrawing.

It could be argued that a TUC
claim in the last few months
would have made "all the differ-
ence".

A compact between the National
Union of Students and the AUT
over student disruptions and occu-
pations of universities will be pre-
sented in this month's council meet-
ing. The association has been
negotiating a code with the NUS
which deals with student action.

Council cuts overtime to make jobs for leavers

Only 74 school leavers in the Lon-
don borough of Hillingdon were un-
employed on November 11, out of
672 unemployed on the first day of
the summer holiday. But as Mr
A. H. R. Calderwood, the director
of education, said, "If you are
one of those 74 it's not much con-
solation to know that the numbers in
other boroughs are far higher".

Which is why the borough coun-
cil held a conference at Uxbridge
Technical College last Saturday,
attended by teachers, employers,
voluntary organizations, and coun-
cillors. The subject was next
year's prospects for school leavers
and how to consolidate the attack
on unemployment.

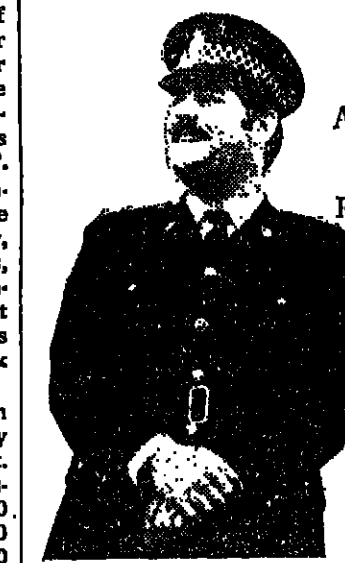
Hillingdon, an affluent borough
in West London, have scarcely
known unemployment in the past.
Last year there were 900 regis-
tered unemployed and over 2,000
vacancies. Now there are 1,800
registered unemployed and 800
vacancies.

Mr C. T. Wilkinson, of the south-
east regional office of the Depart-
ment of Employment, said this
showed that relatively prosperous
areas were now suffering as much
as the rest of the country. The
Department of Employment figures
for Hillingdon school leavers show
that unemployment is hitting the
unqualified much harder than those
with four or more A levels. It also
varies according to area. More
young people are without jobs in
Uxbridge than West Drayton.

Hillingdon council have already
made what is probably a unique
attempt to combat unemployment
among school leavers. Last August
they cut overtime for council
employees by 20 per cent. Half
the ensuing savings of £200,000
was allocated for training and em-
ploying school leavers. For many
years they have taken 50 school
leavers a year as clerks and typists.
This year, 30 extra jobs were
created for trainee road workers,
home helps and social workers,
mason pavers, park apprentices,
and assistants in old people's
homes.

Mrs Carol Thastowicz, Hillingdon's
principal personnel officer, said
training was the key to the scheme's
success. "In Hillingdon, the prob-
lem is not really the numbers of
unemployed because vacancies do
exist. It is much more a question
of making the youngsters to whom
the vacancies are available, which is
why we are spending so much money this year
specifically on training."

The art of public speaking in 14 easy lessons.



Practice, Practice, practice.

Inspector Rodney Eusden is an instructor at a police training school. Amongst other things, he teaches new recruits how to give evidence in court.

"The thought of speaking in public scares most people stiff" says Rodney. "What we do here is set up things as near to real-life as possible, and then practise". As well as 'props', use is also made of closed-circuit TV—during the 14-lesson course.

Learning to cope with new things crops up again and again in police training... a true challenge of character

Learning to help

Initial training lasts ten weeks. During that time intelligence, initiative and imagination are put to the test. Recruits start to learn how to look after other people and to look after themselves. They acquire knowledge and learn how to use it.

At the end of their training they'll have some idea of what it's all about. Then they'll start to put it into practice, making a definite contribution towards society.

Where education isn't wasted

It takes a good education to deal with the kind of problems facing the police today. Problems caused by social change, the more sophisticated criminal, traffic flow.

Police training builds confidence—confidence to cope with all elements of police work. Individual ability could lead to the rank of Inspector in the late twenties and Chief Inspector a few years later. It's a career that feeds ambition as well as social awareness.

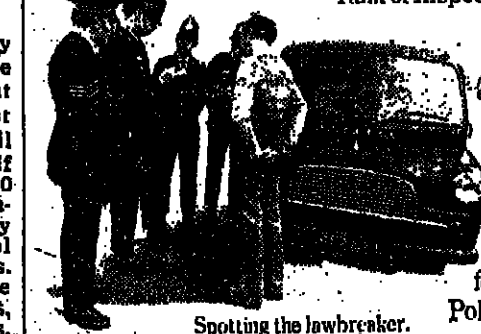
Three ways of joining

There are three methods of entry into the police service. As a police officer from the age of 18½.

As a cadet from the age of 16.

Through the Graduate Entry Scheme.

Graduates accepted under this scheme will know before they actually join that they are considered suitable for a special accelerated promotion course at Bramshill Police College.



Spotting the lawbreaker.

For more information about life and career prospects in the police, please write to: Police Careers Officer, Home Office (Dept. AT 27) London SW1A 2AP

Name (Mr, Mrs, Miss) _____

Address _____

County _____

If you would like to discuss a police career with a member of the police service please tick here. ☐



London schoolchildren launched War on Want's Christmas card campaign in Trafalgar Square on Monday following an appeal to schools and youth clubs by Harry Secombe for funds for developing countries.

by Alan Wood

Questions

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The Applied Psychology Department at the above university is running an Easter course in 1976 on the phenomenon of Dyslexia. The course will focus on two aspects: first the diagnosis of a primary difficulty in acquiring written language forms; and secondly teaching techniques which can be employed for this specific learning difficulty. The course will run from midday Monday, 5th April, to late afternoon, Friday, 9th April. This inclusive cost will be £45 (£25 full board, £20 course). Details and provisional programme can be obtained from Michael Thomson, Language Development Research Unit, Applied Psychology Department, University of Aston in Birmingham, College House, Gosta Green, Birmingham, B4 7ET.

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Chemistry and Chemical Education

Inservice Course for
Chemistry Teachers

SPRING TERM 1977

Applications are invited for places on the one-term residential course which can lead, through further work at school, to the MSc degree. The course is made up from units concerned with chemistry (directly related to modern school syllabuses), science curriculum development and wider aspects of science education. Teachers can choose from the available units a course that best suits their interests and needs. A limited number of bursaries which cover subsistence and travel are available.

Further details and application forms are obtainable from the Graduate Office, University of York, Heslington, York YO1 5DD.

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Spring Term 1977

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The D.E.S. has approved the course for the purpose of secondment on salary. Further details and application forms are available from Mr. A. T. James, In-Service Co-ordinator, S. Martin's College, Lancaster, LA1 3JD.

Science diary

by

John Maddox

Clouds with
a lethal
lining

One of the most interesting of the environmental consequences of nuclear power has at last been given a grounding in experimental fact. Among the products of nuclear fission is the radioactive isotope krypton-85, which has a radioactive half-life of 10.7 years. Because krypton is an inert gas, the substantial amounts of it produced in nuclear explosions and by nuclear fuel reprocessing plants are released to the atmosphere and stay there. Potentially, krypton-85 (which disintegrates with the release of a beta particle or an electron) is a health hazard because it can increase the dose of radiation to which people's skin and lungs are exposed. Everybody seems to agree that the concentrations of krypton-85 in the atmosphere are a much smaller risk than other sources of radioactivity. The important question, still undetermined, is whether the concentration of krypton-85 may increase to such a point that it is not a significant hazard to health. It will at least be a serious nuisance in, for example, the air liquefaction industry, as the output of nuclear power increases more quickly than krypton-85 disintegrates—in other words, so that the installed capacity of the world's nuclear power stations doubles in less than 10.7 years—the concentration of krypton-85 will continue to increase.

Hitherto, public authorities have been shy of making detailed measurements of the atmospheric concentration of krypton-85. This is, no doubt, partly because detailed measurements would show how

much nuclear explosions have contributed to the atmospheric concentration of krypton-85. However, two American scientists from the Air Resources Laboratory at Silver Spring, near Washington DC, have published the results of a detailed survey of krypton-85 in the atmosphere. Writing in *Science* (November 28), Mr D. Telegrafius and Mr G. J. Ferber make two important points. The total amount of krypton-85 in the atmosphere in 1973 was the equivalent of 55 million curies of radioactivity, a little less than might have been expected on the basis of earlier estimates. The concentration of the isotope in the atmosphere is fairly uniform below the stratosphere (which is only to be expected). There is a small but significant decrease of concentration relative to the other lighter components of the atmosphere with increasing height within the stratosphere, a simple consequence of gravity.

All this is no surprise—the value of this survey is that it provides a tangible basis for more detailed speculation about future contamination by the gas. The same observations may provide a yardstick for telling whether the fluorocarbon chemicals used in aerosol cans are really a potential threat to the ozone layer which protects us from the sun's ultra-violet light.

By making a survey of the fluorocarbons in the stratosphere as detailed as that now carried out for krypton-85 and comparing the results, it should be possible to tell

if fluorocarbons are not destined to the lower atmosphere and, quickly they are consumed in the stratosphere, helping in the process to get rid of ozone. It is high in these issues were settled, if only to exercise one of the silliest of environmental seppuku.

Krypton-85 is a different kind of fish. Everyone agrees that it is a significant health hazard in the total amount in the atmosphere reaches 10,000 million curies—roughly 200 times more than present. If some of the more optimistic forecasts of the growth of the nuclear industry are fulfilled this could happen by about 2000.

What then could be done about it? The technology of removing krypton-85 from the exhaust gas of nuclear reprocessing plants is relatively simple, but expensive. The snag is that the gas would have to be stored in pressurized containers for up to 10 years, simply waiting for natural radioactivity to run its course. This is why some imaginative Germans have suggested dumping radioactive krypton in the deep oceans, where the pressure might be great enough to solidify the krypton.

The real difficulty is that an scheme for limiting the release of radioactive krypton would require international agreement among the operators of nuclear power stations. Knowing as we all do how difficult are the mills of international diplomacy, it is not too soon to ask the people should start now on the negotiation of a treaty that may be necessary 40 or 50 years from now.

An old eccentric bites the dust

A long time ago, I used to share an office with one of the most imaginative but eccentric of all the scientists I've known—an Ulsterman called W. H. Ramsey, who died in his 30s nearly 20 years ago. One of his preoccupations was the internal structure of the planets, which led him to a variety of intriguing speculations.

Disliking the notion that the molten core of the earth is an alloy of iron with a little nickel, for example, he spent a lot of time trying to convince us all that it is really a high-pressure form of the rock olivine, made liquid and electrically conducting by high pressure. Similarly, he suggested that the core of Saturn was solid hydrogen. For Uranus and Neptune he advocated the presence of a metallic form of ammonium, which

would, as he saw it, be formed at high pressures by the combination of hydrogen and ammonia.

Now, alas, it looks as if Ramsey underestimated the difficulty of forming metallic ammonium, at least in some arguments due to Dr D. J. Stevenson, of Cornell University (*Nature*, November 20) are to be believed.

The essence of Ramsey's argument was that hydrogen and ammonia molecules should rearrange themselves under high pressure to give ammonium ions (simply ammonia molecules to which a proton is added) embedded in a sea of electrons, functioning exactly like the sea of electrons in a normal metal. The material so formed would be a density a little less than that of water. Ramsey's guess was that this exotic material should exist at pressures of 100,000 atmospheres (roughly 1,000 tons a square inch) or less, chiefly because of the energetic advantages of the electrostatic constitution of planets such as Neptune and Uranus.

What Dr Stevenson has done is to use experimental information about the behaviour of hydrogen at high pressures to argue that metallic ammonium would be formed only at pressures at least 10 times greater than those forecast 20 years ago. His argument is convincing, but I shall be disappointed if nobody springs the defence of what still seems to be the nearest ways of explaining why even the outer planets of the solar system appear to have the metallic materials necessary to account for the existence of magnetic fields.

Universities

Dr Norman G. Wright, senior lecturer in the department of veterinary pathology in Glasgow University veterinary school, to the university's new chair of veterinary anatomy.

Dr John Gilbert, reader in pharmacology at Aberdeen University, to the new chair of pharmacology in the department of pharmacy at Heriot-Watt University.

Mr Alfred Cusack, reader in surgery at Liverpool University, to the chair of surgery in Dundee University.

Mr C. D. Foster to have the title of professor of urban studies and economics in respect of his post at the London School of Economics and Political Science.

Dr W. J. Scopes to have the title of professor of paediatrics in respect of his post at St Thomas's Hospital Medical School, London.

People

Miss Mary Hamilton, headmistress of Sydenham High School for Girls' Public Day School Trust School, has been elected to succeed Miss Dorothy Dakin as president of the Girls' Schools Association. She became vice-president when the Association of Heads of Girls' Boarding Schools and the Association of Independent and Direct Grant Schools amalgamated to form the Miss Margaret Clark has been appointed director of the new Institute of Nursing Studies at Hull University. She was seconded from Surrey University to the Department of Health and Social Security in 1973.

Mr Geoffrey A. Richardson, senior tutor, Uxley College of Education, has been appointed principal of Queen's College, Glasgow (formerly the College of Domestic Science) to succeed Miss Julian M. Calder who retires on August 31, 1976.

The Reverend Mark Williamson, assistant chaplain at Clifton College, Bristol, for the past four years, in January becomes county advisory teacher and diocesan field officer (schools), a new joint appointment by Avon County and the Bristol Diocese.

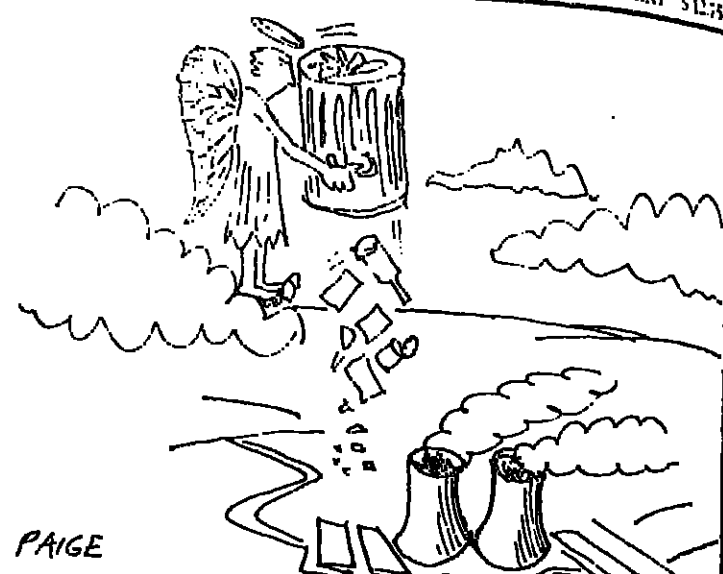
Mr Gareth Miles, head of the English department at Ysgol Dyffryn Nantlle, Pen-y-bont, Gwynedd, has been appointed national organizer by the National Association of the Teachers of Wales.

Appointments

Schools

Mr Martin Maclellan, acting master of Halesbury, to be head of Canford School, Wimborne, Dorset.

Miss Valerie Hollins, acting head of



PAGE

Schools Prom

Music from the Schools Prom

The Times Educational Supplement is producing a long playing record album of the first ever Schools Prom. The album contains two records and will be available before Christmas.

Featured on the album will be music—recorded live during the performance at

The Royal Albert Hall—

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Kingsdale School Dance Band, London,
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Itchen Sixth Form College Wind Quintet, Southampton,
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John is 15

LETTERS

Filling the gap with the CEE

Sir—As the senior staff with responsibility for curriculum in this 12 to 18 comprehensive school of 1,600 boys and girls, we have views about the proposed Certificate of Extended Education.

We have participated in the exploratory phase and found that the need for an alternative to A level can be met by the present sixth form extension of CSE. Having courses that do not involve a significant enhancement of the whole tone of sixth-form work in the school, while retaining its validity as a qualifying examination. Here we have worked exclusively with Mode 2 syllabuses in European literature, science, physics, chemistry and design, and each of these is adding significantly to our sixth-form curriculum.

It is worth noting that we have students for these courses who started with less than grade 1 CSE, while others benefit from the one-year course as a supplement to A level studies. Because of this variety of use, we are anxious that in future submissions to the Secretary of State, should not recommend a less discriminatory system of grading. We have heard that such a proposal (to amalgamate the present grades one and two) is being aired.

We appreciate that decisions about CEE grading will also affect decisions on 18-plus examinations (the N and F proposals). We hope that CEE, now becoming well established in its own right, should be allowed to develop to its greatest potential, particularly in view of the difficulties of reaching agreement

on A level reform.
G. HARRISON,
J. LANCASTER,
J. LOMAX,
J. SUTCLIFF,
Nicholas Chamberlain Comprehensive School,
Bedworth, Nuneaton.

Sir—I regret very much the Schools Council recommendation that the new CEE should not be aimed at students of a wider band of ability than CSE grades two to four. Many students forced into the A level for it. Their achievement is and would be certainly higher than that indicated by CSE grades two to four.

It seems curious, to say the least, that the Schools Council are arguing vigorously on the one hand for being peculiarly limited in extending the range of the CEE because the lower ability candidates would "rotten results". What about the lower ability candidates in the common examination at 16?

Of course, there may be other reasons—one of which is probably a vested interest in N. It is my impression that the universities are not at all keen on N and F (contrary to the impression given by some members of the Schools Council). To use the possibility of N and F being introduced as an excuse for limiting the range of CEE is disingenuous.

E. D. SLYNN,
Headmaster,
Collyer's School,
Horsham, Sussex.

Sir—The CEE was primarily intended for young people who have done CSE, but have achieved the "O" level equivalent of grade one but wish to continue their education for at least one year in the sixth form. There is at present no provision for them since O level is clearly not suitable. Nevertheless they stay on (and we should be thankful that they wish to do so) follow the only course available in most schools for the one year sixth-former—O level—and in many cases have nothing to show at the end.

Disatisfaction with the narrowness of A level, and the delay in finding a solution to this, largely produced by the inability of all the interested groups concerned to agree has created a vacuum. This has been filled to some extent by a misuse of pilot CEE schemes.

The original aims of CEE did not exclude the presentation of candidates whose potential was greater than that indicated by CSE grades two to four, but the needs of such post-O level (including CSE in grade one) candidates were not intended to be a major consideration in the preparation of CEE as a national sixth-form exam.

If the JISC's intention to redress the balance is not upheld, the young people for whom the Schools Council working party recommended CEE will remain helplessly provided for. Syllabuses will inevitably be geared, as many pilot studies have already shown, to post O level candidates.

However unsatisfactory the provision may be thought to be, there is an accepted sixth-form course



Let's see now, everyone starts out with a full set of qualifications...

for post O level candidates. It is the A level. The urgent need to reform post O level provision in the two-year sixth should not be allowed to prejudice the much more pressing need of the post-CSE candidate.

Our society is responsible for the belief held by most young people that no course is worth pursuing unless there is an examination at the end of it. CSE in its various modes has shown that it is possible to provide that objective and a worthwhile education at the same time, for candidates who not very long ago would have been

written off. We should rejoice that the sixth forms of our comprehensive schools are as varied in ability as the rest of the school. We will be falling into new sixth-forms utterly if we allow the provision intended for them in CEE to be changed into an unsatisfactory A level, with the present A level remaining as an equally unsatisfactory F.

MOLLY HATTERSLEY,
Headmistress,
Creighton School,
London N10.

Snowdon before Everest

Sir—It was interesting and encouraging to read Richard Layard's letter (November 14). For the last two years the postgraduate certificate course at St Peter's (about 75 graduates), has been using a clinical approach, not unlike the one he describes.

The headteachers and staff of three inner-city Birmingham junior schools—James Watt, Grove Lane and Shaw Hill—have collaborated enthusiastically with college tutors and graduates to provide a "laboratory school" one afternoon each week for the first term of the post-graduate course. Each school provides 25 graduates and provides two classes and two teachers for the afternoon, so that a class of 40 children will have 12 of 13 "extra" teachers and a college tutor.

The responsibility for the afternoon's teaching programme lies largely with the class teacher, who is able to devote his attention to working with helping, getting to know three children. Material gathered provides an excellent and realistic background and basis for present education difficulties and issues, which together with follow-up, school make up the one-and-a-half day a week education programme.

Graduates can thus make real contact with boys and girls, their abilities, interests and skills in the context of school life without having the immediate responsibility for planning and teaching a course for a whole class—definitely "Snowdon before Everest".

By this arrangement, the question of "gulfion pig" is largely resolved. The laboratory school does not take over the whole pattern of the children's education. The advantages gained linguistically by the children, particularly in the Hands-on and Salford schools, which have large numbers of immigrants, outweigh in the heads any disruption the exercise may cause. In addition many ex-cursus activities which are normally impossible now come within the reach of these classes.

It is deliberate policy to put all the graduates—especially the two-thirds who are secondary orientated, into junior schools, as quite often lack of knowledge of 11-year-old and younger children can cause difficulties for both debutant teachers and pupils in secondary schools.

We at Salford, while aware that the scheme has had its teething problems, find it has been well received by all parties concerned: heads, teachers, tutors, graduates and children. We should very much like to hear of any other experiments of this kind which are in progress, and would be glad to forward further information to anyone interested.

GEORGE DRIVER,
WILLIAM POWELL,
Education Department,
St Peter's College,
Salford, Birmingham.

Sir—I find Richard Layard's proposal (November 14) for teacher training attractive. May I make one further comparison between the medical and teaching professions which is relevant to the quality of service which each offers.

By this arrangement, the question of "gulfion pig" is largely resolved. The laboratory school does not take over the whole pattern of the children's education. The advantages gained linguistically by the children, particularly in the Hands-on and Salford schools, which have large numbers of immigrants, outweigh in the heads any disruption the exercise may cause. In addition many ex-cursus activities which are normally impossible now come within the reach of these classes.

Doctors who wish to reach the top of their profession do so by practising medicine and continue to do so, to the benefit of their patients, through their working lives. Teachers reach the top by forsaking the classroom and going into administration. This movement has been accelerated by the development of large comprehensive schools and the children are possibly the losers.

Layard's proposals, if implemented, may encourage good teachers to remain in the classroom practising and perfecting their craft.

F. T. WALTON,
51 Norwich Road,
Colchester,
Norfolk NR10 1RY.

Sir—The call for a "new approach" to teacher training by providing teaching schools akin to teaching hospitals, though worthy, is certainly not new.

Training institutions throughout the country already have similar arrangements with good results. The University of Warwick's Training Colleges have been in existence since the 1840s and the Home and Colonial Society's Training Colleges had a model school attached to it (in addition to the schools used by its students).

The difficulties are not so much in the intentions or skills of the teachers in the colleges, but rather those of geography and finance. Perhaps the redeployment of lecturers from colleges could be used to best advantage in setting up such teaching schools. Local authorities please note.

DAVID TURNER,
Sheffield City College.

Science teachers' incentive pay

Sir—Why stop at half-size classes for chemistry teaching? (G. James, Letters, November 14).

Why not recognize the additional responsibilities in terms of safety, etc. shown by science staff who work in laboratories, compared to their colleagues teaching other subjects, and pay them accordingly?

This would perhaps help to alleviate the shortage of science teachers which will inevitably arise as a result of implementing such a reduction in class size.

JOHN PEARCE,
Barnes Croft,
Chesham,
Bucks HP8 4JN.

Live or take a million or so...

The article on "Population Planning" (November 7) was a review of a 1980 publication *Variant* by the pure beachcomber and I hardly wait to read the full and unexpurgated text.

Statistical predictions are almost fallible, for example, the projected numbers of student places in higher education in 2011. I do not blame anyone for that. Those of us involved in colleges and schools in the 1980s are next year keep our eyes permanently crossed.

I am sure of anyone who can pick his neck out and make predictions, not only five years but as far into the murky future as 2011.

The amusing thing is the way all predictions are hedged. "The population could be down by 100,000 by 1986. Or it could stay the same. Or it could fall by 100,000." Or, presumably, it could fall even more by 2,000,000, by 2,167,632—according to statistics.

Conversely, assuming that economic trends continue on their present dismal course, parents may be discouraged from increasing their families and the figure may work out at 14,833,000 as a result of a "continuing low variant". Things may indeed get so bad that parents will be jumping off cliffs in all

directions and the eventual figure may be 8,376,000 or less, the end product of a depressingly low variant.

The family unit may cease to exist, the commune may become standard, the contraceptive pill may become infallible and very tasty, we might enjoy soaring prosperity or apocalyptic ruin. The year 2011 may never come if someone's finger trembles on the button, or all our children may enjoy the pleasures of higher education while the world's work is done by robots and computers.

I like the qualifying statement "none of the variants—including the continuing low—is intended to represent or could have been constructed to represent the limits on what may happen. The variants are rather intended to give an impression of the position and width of the road ahead rather than to mark its boundaries."

In short, the only thing we know about the road ahead is that it is there—we hope.
J. E. BOSTOCK,
16 Claremont Road,
Bishopston, Bristol.

Question mark over stealing report

The findings of the £100,000 investigation into schoolboy stealing published as *Juvenile Theft: A Social Factor* (November 21) suggest that nine out of 10 schoolboys are involved in theft.

Amazingly, it does not reveal a number of schoolboys, who have accepted the gift of £1 and a 10p duty bound to give a value for money by a school imaginary crime; new account for those who, alvin and name to preserve anonymity, had this seed of fantasy to germinate in uncontrolled romance.

What this elusive information, conclusions of the inquiry must suggest.

CHRIS WALKER,
Leamington Spa,
Leamington College of Further Education.

Case of ill growth

I am not sure what years Professor John Vuley has in mind for the increase of staff at the University of Warwick from six to 20 (doubling 66 per cent).

The figures for staff at senior colleges are level and above, and the University of Warwick is not a university, but a college. The figures for 1965 and 1975, 30. The latter figure shows 20 vacancies but does not show staff below senior executive level. However, I do not suppose a contributor had them last in mind.

In any case the figures for these years are the same now as they have been for some years.

Goodness gracious

Beneath the splendid display of moral pyrotechnics, Robert "Management" by November 7) seemed to say that bad management practices are bad and good management practices are good.

Mr. Fear!

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one answer and local conditions alter cases. Perhaps other contributors can provide details of schemes that work successfully for their pupils.

G. TRASDALE,
Headmaster,
King Ethebert Secondary School,
Birmingham, Kent.

Sir—I was interested by the features of school meals (November 14). As a dietitian, I find nowadays many children are overweight, and I am sure that, unless they are underweight, unless caused by malabsorption or other disorder.

Surely the school meals service, which is intended to promote health, should cater for these unfortunate by providing meals of lower calorie value on request from the child's doctor. Many parents should try to help their children shed their excess stores, only to be defeated by plates loaded with carbohydrate at dinner time.

Why not 'apples instead of 'adders'?

C. S. MOORE,
11 Pyles Thorpe Road,
Wellington,
Somerset.

School meals: free and fattening

Having studied and discussed the Extra on school meals and catering, my staff and I view with some interest and surprise the dearth of realistic suggestions as to how the free-meals stigma can be avoided.

At our school parents are told well in advance of the cost of pre-paying meals for half a term (approximately £5). The children of those few parents who opt for this system have their names entered in the same set of registers and join the same queue for tickets as those who are part of the state pre-paid (free) scheme. Of the 500 who stay for school lunch over 100 are state-aided. This is not just a reflection of the present economic situation but also indicates, we hope, the acceptability of the scheme by those who have a right to state aid and confidentiality.

It is interesting to note that the pre-paid (state and private) group appears to enjoy a slightly higher status compared with the pupils who have to handle cash and pay daily.

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Council-baiting must stop

Sir—I am sorry that Mr Dudley Fliske has felt it necessary to make some of the remarks he did about the relationship of the education service to local government in the Lady Simon of Wyntons Memorial Lecture (November 21).

Several of the basic difficulties to which he refers are surely the result of local government reorganization (which has in fact in many areas brought substantial advantages) being followed by an economic and financial crisis of considerable magnitude. The whole has been made worse by the current spate of attacks on both local government and education, many of them based on inaccurate and distorted information. Inevitably existing tensions within local government have been increased and new ones created.

It would be more useful for us to recognize the true nature of our situation and spend time rebutting some of the recent attacks made on our service—for example, the references to the large number of non-teachers employed in education with the implication that these are administrators (whereas, in fact, they are school meals cooks, cleaners, canteen staff, school librarians, laboratory assistants and so on).

Nor does it seem to be particularly helpful at present to propound about the desirability of dividing advanced further education and higher education, including initial

and in-service training of teachers, from the rest of the service. Many feel we should ensure that more overlap in those fields; for example, greater involvement of the teaching profession, the schools and the authorities in teacher training.

One of the most effective ways of making this more difficult would be to erect new administrative barriers in education. I know that Dudley Fliske did not suggest this as his solution. But he might have foreseen that in some quarters the impression would be given that he has. He might also have realized that the prospects of his favoured solution of elected ad hoc education authorities being accepted are slight.

This is not, of course, to say that there are not matters, which should be taken up, and taken up with some vigour. But surely the thing to do is to deal with these matters where they are known to exist. We should not join in the present game of assuming that the authority in which things are wrong is the norm and proceed to tear local government to pieces, a game which could well be extremely harmful both to the democratic principle in this country and to the education service.

W. I. PETTY
County Education Officer,
Maidstone, Kent.

Fatuous, daft, devious, abusive

Sir—Chris Searle (Letters, November 14) sidesteps my point. Children, of whatever class, are capable of an infinite variety of points of view, responses, sorrows, delights, what is going on inside my head and my classroom. As it is—as it is expressed in his letter—his remark is fatuous, epistemologically daft, ethically devious, and socially abusive.

Meanwhile, I offer in Chris Searle and to Nigel Wright the utterance of an adult voice: perhaps they know it already but have laid its significance. I quote from memory, Mirslav Holub's "A Boy's Head": "There is much promise in the fact that so many people have been."

GEORGE SUMMERFIELD,
York University.

Testing time for bilingualism

Sir—Professor Jac L. Williams (Letters, October 24) returned to his advocacy of a bilingual policy for immigrant pupils in English state schools.

Professor Williams is, of course, entitled to his opinion which he propounds with great faith and sincerity, but I wonder if he would concede that their utterances are mostly, in some important sense, spirited, and often anti-utopian. But it must be their spirit, their anti-utopianism, not Searle's, not mine.

Nigel Wright's contention—surmise, prejudice, or whatever—that it is not racist to use for the assertion of [my] class values

the age at which the second language is best introduced; and the success achieved in bilingual teaching, when it is shared by two teachers, each using his first language comprised with the success achieved when the children are taught by one teacher, using both languages.

These aspects of bilingualism should be studied properly before Wales can provide anything like a full picture. What is being offered in the meantime is opinion, which, however well informed, needs the substantiation of facts. I would invite Professor Williams' support in pressing for a full-scale controlled research inquiry into bilingualism, to cover its educational, social and political consequences, as well as two aspects of bilingualism to which I have referred.

E. M. ROBERTS,
Upper Friars School,
Bangor.

Bac at Tottenham

Sir—Philip Vunning's article on the International Baccalaureate (November 21) did not mention that the syllabus and regulations for the examination can be obtained from the International Baccalaureate Office, 1 rue Albert-Gos, Geneva.

Might I also add that both years of this two-year course are currently in operation at Tottenham. Students are expected to have sound qualifications in English language and mathematics (e.g. O level grades A, B or C) and also in the subjects they wish to take to higher level. With subsidiary level subjects, it is possible to start from scratch in the case of Spanish, Geography, economics, etc. and reach the required level in two years with about four hours teaching a week for each

subject. This would not be the case however with some subjects, e.g. chemistry and physics, where evidence of some preliminary work would be required. Subjects taken to higher level need about five hours teaching a week, for each subject, on average.

Thus, while most educationists would agree that the course is up-to-date it must also be said that from the organizational viewpoint the International Baccalaureate course is more demanding than a straightforward A level course in six subjects.

L. BRY,
Head of Department of Business and Administrative Studies,
Tottenham College of Technology.

Inner-city expertise

Sir—Your report on the closure of two inner city Church of England colleges (November 21) states that this would leave the church "with no expertise in city education". This is not so.

Well over half the school places used by this college are in areas of social deprivation in Liverpool and the Knowsley district of Merseyside. The college, further similar places used in the South district of Merseyside, in Cheshire and in Greater Manchester, which are further away.

The college maintains links with inner-city schools established when it was involved in the Liverpool project. All students on the three and four-year courses in the college work with community

agencies in the city as an integral part of their college courses. The college operates a playgroup staffed by students under a full-time playgroup leader in its premises in Liverpool 8.

The proximity of the college to such areas of deprivation additionally enables students and staff to maintain a college tradition of voluntary community work, and members of staff to engage in research in inner-city areas.

This amounts to a substantial expertise in inner-city education.

R. N. POWELL,
St Katharine's College,
Strand Park Road,
Liverpool.

A voice crying in the wilderness

Sir—Mr J. A. Holton, Plymouth (November 7) would seem to be ill-informed regarding the constitution of the Joint Council of Language Associations and its function.

The council is composed of six constituent associations of which the Modern Languages Association is one. The others are the Association of Teachers of Italian, the Association of Teachers of German, the Association of Teachers of Russian, the Association of Teachers of Spanish and Portuguese, and the Audio-Visual Language Association.

There has at no time been a merger. Each association retains its own identity.

The terms of reference of the council are that it shall coordinate the respective activities of the constituent associations, disseminate information, make recommendations,

and pursue matters deemed by council to be of common interest. In respect of the latter function, which appears to be in question, according to Mr Holton's letter, the Joint Council is involved actively and has a "loud, clear" voice in those bodies most likely to bring about change; namely the Schools Council, the Council of Subject Associations, the Council of Subject Associations, the Centre for Information on Language Teaching and Research, and the DFE.

Curious investigation into the activities of the Joint Council over the past year alone, would reveal the extent of its concern over just such matters as those cited by Mr Holton.

RICA M. WRIGHT,
Non-Secretary,
Joint Council of Language Associations.

Statements of intent

Sir—Geoffrey Summerfield's review of my paper on English language examinations (November 14) is indeed generous. However, my paper was based on a Schools Council document last year with no hint that it had been written in 1971. Much has changed in the meantime, and I would like to make some comments.

Some noticeable features of O level tests in this subject have been modified by some Boards, notably the JMB, which requires that all test committees to preface their statements with statements of objectives. That for English language, one of the most recent in the 1977 regulations, shows how interrelated the problem is, but the statements are, nevertheless, all too general, original, paper from any

board will still meet heavy criticism from teachers as "unfair", "unpredictable", or "impossible to teach for", or even just plain "difficult".

We cannot have it both ways. If standards in English language matter, to describe an O level paper as difficult is to render it the highest form of praise. Fortunately, the O level papers receive this unintended honour frequently—much more often than CSE English ones. If my paper had been written now, GOE at all, even though most of my objections still apply.

JOHN PEARCE,
Barnes Croft,
Chesham,
Bucks HP8 4JN.

Science teachers' incentive pay

Sir—Why stop at half-size classes for chemistry teaching? (G. James, Letters, November 14).

Why not recognize the additional responsibilities in terms of safety, etc. shown by science staff who work in laboratories, compared to their colleagues teaching other subjects, and pay them accordingly?

This would perhaps help to alleviate the shortage of science teachers which will inevitably arise as a result of implementing such a reduction in class size.

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The game's not the thing



Edward Le Jeune

We do not have to be disciples of B. F. Skinner to know that behaviour is directly influenced by environment. It is not surprising, therefore, that we behave as we do, for the social milieu in which we operate is predominantly competitive. Competitiveness is not the constructive element which some would have us believe. On the contrary, to compete is to seek to destroy before being destroyed. Competition is violence, and any activity for which it provides the driving force is a violent one.

Competition is so endemic in our culture of anxiety, however, that we experience difficulty in acting effectively without its spurious stimulation. We witness the unhappy behaviour which results, yet we seem unable to link cause and effect. Thus, we readily give competitive sport a prominent place in school, laying great store by its character-building propensities. All we achieve with this and other activities of a similar nature—and I do not exclude the academic side of education—is to reinforce a child's image of himself as a competing animal in a violent world, an image which it will rarely be able to change in later life.

Watching children at play offers what may be the clearest view we ever have of ourselves. If their play is cooperative, the children's response is on balance one of wholesome pleasure. If it is competitive, the balance shifts towards anxiety, and dissension. Pleasure will be reserved for the winners, and even then will be coloured by the unattractive pigments of triumph.

Children placed in competitive play fall roughly into three groups. The first are individuals who reject competitive confrontations. So far as sport is concerned, they have traditionally been regarded as rather odd; somehow not quite whole. It is true that they are

often sensitive or disturbed children, but this attitude does not necessarily signal any abnormality. Superficially, their rejection may be physically clumsy, for example, they profess not to be interested in the proposed activities.

Whatever the ostensible reason, these children have one characteristic in common—they do not relish the prospect of exposure while the game presents, and they feel threatened by it.

The second group comprises those who start to life appears to have made them relatively secure, well-balanced and adaptable. They accept the competition but are not much affected by the outcome. They may be slightly and strong but are rarely stars, because they lack "competitive bite" or "killer instinct"—whichever euphemism is chosen to describe the urge to harm someone else.

The third group is the largest. These are the children whose conditioning impels them to compete but has not so far pushed them into the rejecting group. They do not appear to be the most contented of individuals, indeed the intensity of their competitive drive seems to approximate to the degree of insecurity their start to life has given them.

From 20 years of teaching it would be easy to choose individual children whose dramatic behaviour would lead extraneous choice to my case. For example, I could choose J, from whom the slightest setback brought histrionics. Intelligent and sensitive, she made the decision to change from fierce competitor to rejector, and ended up with all competition because it had brought her only frustration and unhappiness. She was a rare one.

Then there was B who, when overcome by superior skill, used physical force to blot his way if faced by someone weaker than himself. If, however, his opponent was strong, he found imaginary holes in the ground which caused phantom injuries, allowing him to shed tears for socially acceptable reasons.

Again, there was G who, whenever he was

located on the games field, was liable to erupt uncontrollably and go through a spasm of violence, varying from physical assault on other children to throwing himself on the ground and writhing like an epileptic. Such children, however, form the apex of a pyramid. To obtain a more representative picture, it is better, perhaps, to study the lower levels.

I do not claim that they are fully representative of primary children, but they are not hand-picked in any way.

So far as my three categories are concerned, 14 of these children fit into group one, and regularly express a preference to engage in some individual activity rather than take part in a competitive game. Two are placed in the second group: they are games readily but are not affected. A third of 18 remains for group three: they are the 14 who reject have difficulties about embracing their kit. This apart, their approach is varied. L—dour, complex, introverted—openly expresses dislike of all games. When the call comes, he will be sitting tightly in his seat, his eyes fixed on a book. He has to be prodded to his position of security. Once outside, he is happy enough to practise with me, but as soon as any kind of contest is proposed he leads to "disappear". If it is insisted that he takes part, he will stand, hands in his pockets, face dark, making desultory passes at the ball if it comes near him.

It is a mutterer: he must rarely have been forced to express himself openly. Head on his hands, he will inform the world that beneath his breath: "I hate football!" His statement varying with the activity. One week he will ask me whether he might be allowed to go to the field instead of joining in the game. Thus equipped he will burst forth on the open, throwing his hoop before him and running after it. He will happily repeat this activity for an entire period. Despite appearances, this is no mindless repetition, for as he plays his expression animates and he is talking imaginatively to himself: "I'm hypnotising this hoop!" He

avoids all competitive activities, for although he is able to work delicately and precisely when modelling, he moves in an uncoordinated way when he is placed in an alien situation. On the sports field he knows that sooner or later this will lead to his making a mistake, he will be criticized and this will lead to a temporary emotional collapse.

V has found an answer of sorts. As soon as the introductory part of the games lesson is over, he asks to tidy the shed in which our equipment is stored. This work, meticulously done, is usually completed just as the final whistle blows.

C and S will ask for bats and balls so that they can have a knock-out. After a while they may ask to assist V. When they feel that they have helped him enough, they will ask to be allowed to dress up in the cricket gear. If forced to take part in a game, they will gradually drift away from the action and pass the time playing with grass cuttings or making daisy chains.

B, H and K will ask for big balls and permission to take them to the side of the field. Casting longing eyes on the infant school's sundial, they will kick about languidly for a while, but soon something like a model car will make an appearance and a game more to their taste will begin. Of course, they could be persuaded or coerced into playing football or cricket, but the result would be negative.

In such cases, a child is rejecting in what he hopes is an acceptable way a competitive situation designed by adults. If he is forced to take part, he will become awkward or passive and will achieve nothing beneficial. Yet every one of these children is eager and cooperative when their ability is not being measured against or used against that of other children.

There is little to be said about the second group. They are able to cope with most external conditions, adapting readily as changes occur. Their part in any sporting event is usually unobtrusive, unless they happen to be like big, genial T, who would calm any stormy match post-mortem with "Garn on, it was only a game!"

Two practising teachers here add their voices to the argument about competitive sport in schools, an issue discussed in the TES earlier this year. Edward Le Jeune suggests that sport can have a violent effect on children's behaviour, while Alan Wright sees footballing skills being obliterated by a preoccupation with aggression and success

The third group need to compete. Occasionally they may flirt with rejection, if their own form or the team's results are poor, but generally they are more than willing. This may be the manifestation of their personal drives, or it may be their response to social pressures such as that, for example, which implies that rugby and masculinity are synonymous.

These children rarely forget their kit. They are the ones who are constantly asking "Are we eating games today?" as if another chance of proving themselves might not materialize. They are so expectant, so buoyant. They chatter as they rip off their clothes in the changing room, their shrill voices advertising their meaningless plans to a largely deaf world. They are so full of high spirits when practising that it makes what follows all the more poignant.

It is true that most games begin well. The children, in their innocence, can no more conceive their own defeat than they can their mortality. Deterioration in behaviour usually accompanies a change in circumstances such as a goal. Perhaps it becomes clear that one team is falling behind. Mistakes begin to gain in significance, tempers in fray, frustration to grow, blame to be apportioned. The players may be involved but they are not happy: facial expressions and body positions tell us that.

S, from his place in goal, will scream hysterically if play comes near him. "Where's the defence? Mark him! Get it out of the box!" If a shot goes past him, he will be found lying in foetal position with yet another "serious" injury. There will be general accusing choruses of "Not again!" followed by his strangled reply of "You wouldn't like it!"

Elsewhere E, his face registering an amalgam of anxiety, exhaustion and aggression, will be dribbling himself into a corner, wanting to be rid of the ball but somehow unable to manage it. As his avenues of escape begin to close, he will yell repeatedly, "Well, help us somebody!" He will lose the ball and stand listening to the criticism, body bent, hands on braced knees, breathing

in sabbings gasps and directing his frustration towards the grass.

W holds on to the ball with proprietary determination. He will go for goal no matter what the odds are. His team-mates will first ask, then how and finally plead for a pass, but he will not hear them. He will shoot and, more often than not, miss the target. Those importunate about him, seeking some small degree of satisfaction from the incident, will shout accusingly. "It's always the same with you!" to which W, his face sullen, will reply, "Shut your mouth." F meanwhile has lost his temper with A and kicked him.

N may be found sitting alone out by the corner flag, his head is hanging, his face red, his eyes heavy with resentment but touched by sorrow. He is a quiet, nervous boy who sits under criticism. He has probably been dismissed from his favourite position because a goal has been conceded. He now sits alone, looking away from the proceedings. Ask him what is wrong and he'll say with some difficulty, "I'm always getting the blame!"

These are minor events, classical in their mundanity. They are so much part of the competitive scene that they seem hardly worth mentioning. But take them, together with the occasional more extravagant happening, and place them against a general background of bickering, crowing, niggling, kicking, accusing, excusing dispute, and you have a picture of a small community at odds with itself. It is not the function of education to provide this sort of violent exercise.

The feelings which promote this behaviour cannot be stopped. The behaviour itself may be suppressed—why else do we have referees and linesmen—and with suppression we may imagine we are teaching self-control. If we do, we are deluding ourselves for the feelings will continue to work and be expressed in another way. We really cannot escape the fact that if we put children in competitive situations they will respond violently or suffer violence.

Edward Le Jeune teaches at Bullion Lane Primary School, Chester-le-Street.

Losing touch

Alan Wright

But for the example set by a few enlightened coaches and managers, the emerging pattern of our national football philosophy has been physical rather than cerebral, emotional instead of intellectual—and all cast in an atmosphere which has sanctified power, pace and aggression at the expense of technique, touch and reason.

While acknowledging, regretfully, that in professional football the result is more important than the means of achieving it, I find it sad to see a similar attitude filtering down to the youth and schoolboy levels of the game. While obviously it is important to be seen to be successful in what one does, it shouldn't colour one's judgment to the degree whereby there are only two poles—success and failure—a case of black and white with nothing in between.

W. F. Roberts, the chairman of the North West Sports Council, wrote in this summer's edition of the *Sports Development Bulletin*: "The old notion that the main object and the prime interest of nations was not winning but taking part no longer applies in the schools' international competitive fields. After our question I was invariably asked, was 'How did you get on?' not 'How did they play?' or 'Did they enjoy themselves?' Winning these days is all-important, the name of the nation is at stake, and many ways to prepare its participants in the best possible way to beat the world."

Sentiments like that from influential people make it very hard for coaches with ideals to qualify those ideals by saying, "Impassioned, half-formed personalities, as far as football and the young player goes, I feel that we are guilty of worshipping

the wrong idols. The principles of soccer, assisted and protected by its laws, encourage the development of personal poise, smooth controlled body movements, adjustments and readjustments of body positions both aerially and on the ground, at varying degrees of pace and in varying degrees of space.

All these movements are performed under some kind of competitive pressure, and almost all are concerned either with winning or keeping possession of a ball—which has loyalty only to the person capable of exercising the best control over it.

Why, then, do so many people administering and coaching young players seem to spend so little time on the development of personal skill? I don't just mean the group practices which encourage passing, control, shooting accuracy, tackling efficiency and heading skill, but the imaginative use of situations where each player has a right, and is encouraged to make it and make it lightly with his foot (inside and outside), sole of foot, thigh, chest and head. Having learnt to do this while on the ground, he can learn the art of aerial control, where nearly all of these movements can be performed with the body off the ground.

No artist—painter, musician, singer or sculptor—achieves greatness without an infinite capacity for taking pains over his work. The same can be said of most sportsmen—tennis players, cricketers in the field, golfers, athletes, swimmers, all practice the boringly repetitive routines of their sport. Why, then, do we place so much emphasis on skill development of a personal nature in our junior football, and put so much emphasis on merely playing it? I think the reason is twofold. First, all boys want to play the game but few want to learn how to play it—really learn. I mean, doing all the practice which requires patience, dedication and graft. Second, far too many teachers, instructors and coaches take the

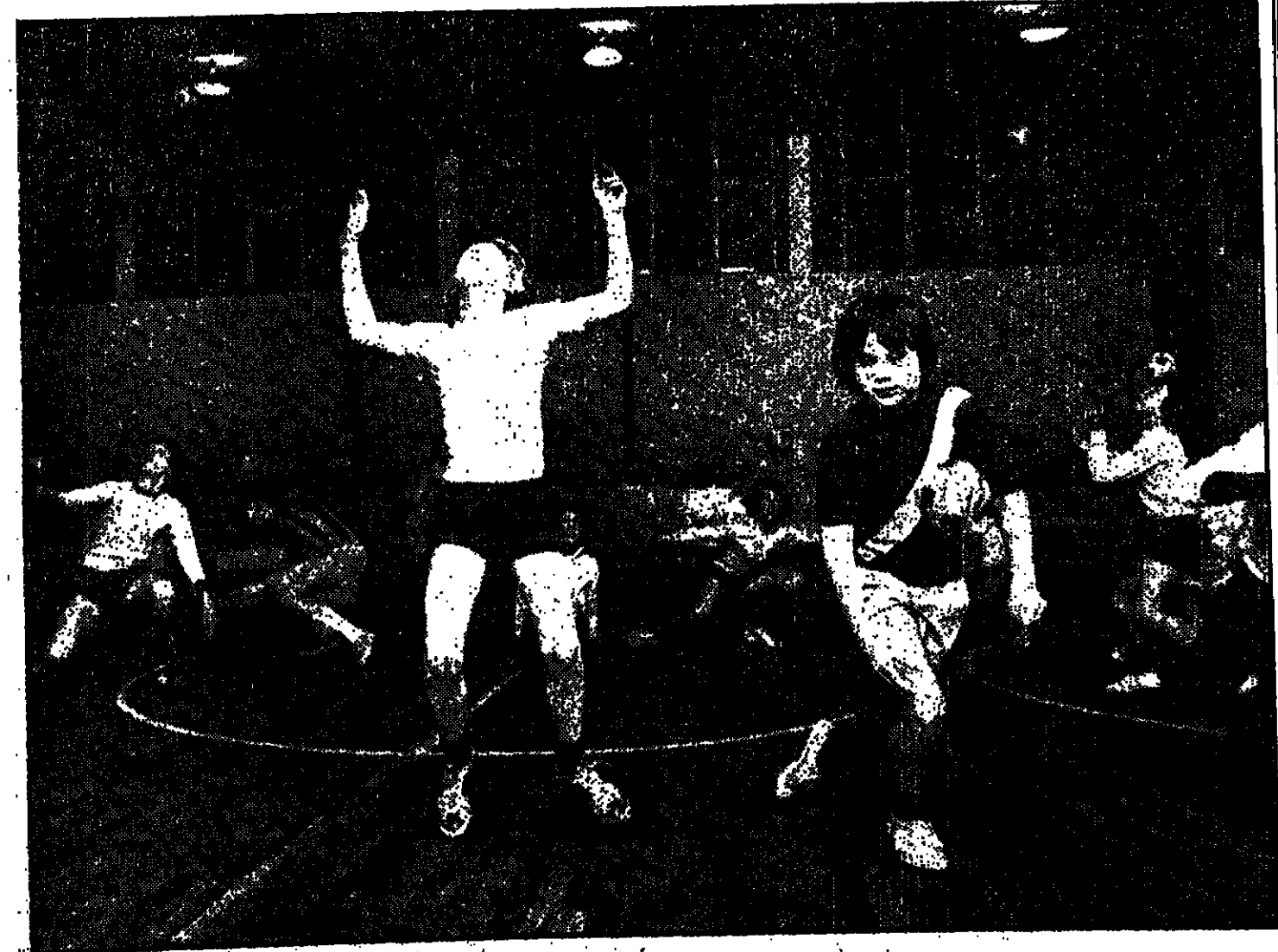
way out and referee a game rather than create a situation which requires their imagination and creativity to be stretched and perfected.

The Football Association coaching schemes have done excellent work over the past 25 years in encouraging a receptive climate towards coaches in schools, but even they have not overcome the built-in dogmatism of so many teachers, who find it hard to concede that their views are either wrong or out of date.

Impressionable children have to see and hear from them, and their development is retarded accordingly. The game's future also suffers because, played at the right pace and with the right philosophy, soccer can be a study of the greatest possible beauty. This beauty is stifled by the speed and intensity of uncontrolled players, who have been allowed to develop technical faults as very young children which in later years are hard, if not impossible, to eradicate.

We have two ways of restoring some of the aesthetic appeal of football and, in so doing, making people—players, administrators and spectators alike—conscious of its beauty. We should encourage more personal skill development of an imaginative nature in primary schools, so that children from eight to nine years of age are encouraged to achieve that skill, per se, is something worth striving for. And there should be no competition until boys are 13 or 14 years old. Their minds and bodies aren't equipped to take the pressures of excessive striving over successful performance. I am positive we could improve our basic philosophy of football development within five years if we would remove competition from young, impressionable players.

Alan Wright teaches football in the physical education department at Holloway School, London.



Boys at Holloway School learn to 'make the ball their friend'.

Photographs by John Law

John Law

28 Books/Sociology/Literature/History

IN AND OUT OF WEDLOCK

Geoffrey Parkinson on single parent families

One Parent Families. Edited by Dulan Barber. Davis-Poynter £3.50. 0 7067 0154 2.

On my second night as a national serviceman at RAF Padgate I was suddenly awakened at three in the morning by a big, drunken Scotsman shouting in my ear "I'll kill any bastard who calls me a bastard". The only thing I could think of replying was "Alright—fine!" For the following three years I always seemed to be coming across armen who pilgrimage the world with similar threats relating to illegitimacy. I could not, in my nice suburban way, quite grasp what they were on about. My only formal instruction in these matters came from an old history master who had recently referred to "certain complications" in the Duke of Monmouth's background that must slightly reduce sympathy for the cause he lost.

On an informal level there had been whispers about somebody's sister who had been exiled from Ipswich with her "unwanted" baby to lead a penitential life in two rooms in a Park. Illegitimacy seemed a dark, strange area of human life: exciting, sometimes degrading, often vaguely aristocratic but always dangerous.

Things have changed since 1945—at least on the surface. Now the

pregnant single girl seems to bump her way through every social gathering to tell all around in a loud voice how proud she is to be having the baby. And everyone smiles and says something nice. One also occasionally hears confessions of illegitimacy, usually given with a casualness that somehow lacks total authenticity. As yet few men seem to brag that they are fathers out of wedlock, but perhaps that is to come.

Perhaps characteristically in a "non-judgmental" society we are prepared to tolerate the statement of an individual moral standpoint, allowing concealed retribution to come via the Department of Health and Social Security (who pay a pittance to the unsupported parent) and landlords who can indulge themselves by either refusing or overcharging for that desperately needed accommodation. "She's a brave" is an appreciation that has built into it the assumption that both mother and child must expect social suffering; and it is a useful warning to the rest.

One Parent Families is a series of statements about these or other experiences though not just confined to those who most benefit from this benign description. There is the little boy telling us about his mother's death and the sly miseries that now seem to pursue him endlessly. There is the widow—Sheila

Hancock—writing about the awkwardness of new men who come for her daughter's judgment (are not widows given a pension as a reward for future sexual abstinence?). A husband is left to cope with the kids when his wife pushes off with her new lover while a divorced husband describes the cruel inappropriateness of "defined access" to his own son.

If this book has one single theme it is that one parent families all make one single request—to be treated "normally". They don't any longer want to be pawns in legal dramas, or socio-economic enmeshments or even, for that matter, a civilised human beings.

A child who only has one available parent does not have a spend half a life-time recovering from the experience.

FEMINIST FERVOUR

Heather Neill on women's struggle for the vote

Shoulder to Shoulder. A documentary. By Midge Mackenzie. Allen Lane £7.75. 0 7139 0949 8. Penguin £3.50. 0 1400. 4093 5.

First cousin to the television series of the same name, *Shoulder to Shoulder* is, not unexpectedly, a television book. It is extremely beautiful to look at and it attempts to recreate a form which television (and to a lesser extent the theatre) has made its own—the documentary.

There is an almost self-conscious attention to appearance: sepia print in varied styles is broken up by elegant headlines and titles and, most important of all, there is a wealth of sepia photographs, all excellently reproduced. The book would be worthwhile simply as a pictorial record of women's struggle for the vote from the mid-nineteenth century to 1918, when they achieved it, if not on the same terms as men. But, of course, the book attempts more than this.

The text is presented in the form of direct evidence, often from the writings of the heroines of the women's movement themselves—Emmeline Pankhurst, her daughters Christabel and Sylvia (whose greater militancy eventually caused a split in the Women's Social and Political Union), Annie Kenney, Lady Constance Lytton, "Polly" Dick, and the rest. This provides a sense of immediacy: all the fervour is there, the indignation at being fobbed off by supposedly sympathetic MPs, the anger at social conditions generally, the horror of

force feeding, the absolute devotion to the cause in the face of physical suffering and social ostracism. Just occasionally the tone is too precious for the content—Sybil Pankhurst:

Those endless rows of sombre, begrimed little houses, with their trees or a flower in sight, but with their ugliness more real upon them, those two red myrtles in our garden at home would rise up in my mind, alone menacing in their beauty, and would ask myself whether it was worth just that I should live in this tower Park, and go well fed and warmly clad, whilst the children of these grey slums were lacking the very necessities of life.

Midge Mackenzie, who was also responsible for the television series, has researched her subject roughly: there are quotations from newspapers, letters, pamphlets and speeches and Bernard Shaw's satirical sketch, instigated by his disgust at force feeding, is included in full. There is a detailed bibliography and a comprehensive index. In short, *Shoulder to Shoulder* is a bibles academic thoroughness and popular appeal.

Many of the aims drawn up by the Women's Party in 1917 are not just being achieved—equal pay, for instance, or equal parental rights. The ideal of "co-operative house-keeping" to relieve the material want of "over-work" and "undefined hours of labour" is, in most cases, still a dream. There is a long way to go, but *Shoulder to Shoulder* is not mere propaganda for the modern women's movement; it is a valuable—and often moving—historical record.

RADICAL REALIGNMENTS

Nicholas Walter on liberals and libertarians

Radical Regeneration. By Peter Cadogan. Quartet Books. Paperback £3.95. 0 704 31231 X.

Direct Democracy. By Peter Cadogan. Hill Gardens, London £3.30.

For Hain first became well known in 1969-70 as the main figure in the Stop The Seventy Tour campaign against South African tourists visiting Britain—an episode which he described in his book *Don't Play with Apartheid* (1971). Since then he has taken a keen interest in economic and political issues, becoming the president and editor of their paper. His activity during the past five years has damaged his political reputation but he has gained an intellectual reputation for his book.

Radical Regeneration is subtitled "Direct Action and Community Politics" and is intended to be a handbook to the new radicalism in British politics. Mr Hain sees the book as "almost an epitaph to the New Left" and begins with an obituary chapter on "The Rise and Fall of the Youth Revolt" which is so poor that it will put readers off reading the rest of the book. Not only is it very badly written, with clashing ideas and mixed metaphors which are laughable rather than thought-provoking, but it is full of so many mistakes and misunderstandings that we are led to conclude that he knows little about what happened before he came to the scene in the late 1960s.

He is pleased with the term "community politics" which he says was coined by Stuart Mole, a Liberal Student National Officer in 1969-70, though it was certainly being used at least 10 years earlier—but he applies it only to socialist left, without realising that it may be applied just as well to the liberal left which he represents and whose position he explains in the rest of the book.

The main body of the book contains nine chapters. "The Myth of the Fair Society" describes the contradictions on equality and liberty which were better analysed in the old New Left by its respective liberal and libertarian sections. "Internationalism" gives a vulgarised version of the Marxist analysis of world imperialism which has also

been far better done in the old New Left. "Modern Capitalism and Protest" does the same for the economic system of the West. "Technology and the Environment" makes polite gestures in fashionable directions. "Power and Community" summarizes the emergence of community politics—populist organizations outside the conventional political system. "Community Politics" is an evasive defence of this development against the critics of both left and right. "In Defence of Direct Action" is a confused and idealized defence of direct action as "the very stuff of radical change". "Radical Targets" is a campaign guide based on his own experience.

Conventional Politics attacks the party system maintained by the Conservative and Labour Parties and also attacks the Liberal Party for not adopting the community politics advocated by the Young Liberals. Hain believes that if Liberalism became radical "then the Party could well become the focus for a realignment of radicalism in British politics"—a point argued in his pamphlet *Radical Liberalism and Youth Politics* (1973) though it is hard to see how even his diluted version of New Left populism could be absorbed into the parliamentary system. He envisages a four-party structure with right-wing Conservatives, centre Social Democrats, left-wing Socialists, and a radical community politics party comprising liberals, communists, and libertarians.

His populist argument ignores—or rather, denies—the class system: "For the first time in England people generally can sense incipient change. We can now see the promised land of classlessness ahead of us." His plan is presented as the only viable alternative to a dictatorship not so much of either left or right as of the extreme centre. His method is non-violent rather than violent direct action. The whole structure is based on social and economic reforms whose details are more unconvincing the more they are explained. It is a call for a revolutionary society without a revolution. It is like Macbeth's dagger, clear until it is grasped.

In the end, the answer to both Peter Hain and Peter Cadogan is indeed that of Macbeth: "There's no such thing." Each of them shows more than the paradoxical definition of radicalism is a political theory which does not reach the roots. Neither Peter manages to confront the problems of power, violence, class, food, fear, and so on. The difference between them is that Peter Cadogan does know how to write and how to make his readers think, and that he has a time for what he calls "party games"; he is, at least, a true libertarian and not a trendy liberal.

Peter Cadogan is of a very different generation and has a very different background. He became a Marxist while serving in the Second World War, worked in the Communist Party until 1957 and then in Trotskyist groups and passed through the Campaign for Nuclear

VIEWED IN RETROSPECT

A. D. C. Peterson

Compulsory Education 2. The New Approach. By Edmund Kings. Corgi. 100c and Junior. 150c. Sage Publications £5.00. 0 809 9953 4. Paperback £2.50. 0 809 9950 X.

This book might be described as a three-man—or rather three, person follow-up to the Crowther Report. It is a retrospective after more than 15 years, the Crowther Report being a different kind of generation and the authors of the follow-up are surely right to emphasize as their leading concept the "newness" of the educational

situation, needs and problems of the 1970s. It is largely a follow-up to the Crowther Report. It is a retrospective after more than 15 years, the Crowther Report being a different kind of generation and the authors of the follow-up are surely right to emphasize as their leading concept the "newness" of the educational

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PAPERBACK

IL DUCE

A political biography recently out in paperback is Christopher Hibbert's *Benito Mussolini* (Penguin, £1.00, 0 14 00 2239 2), first published in 1962. In a lively, well-written narrative, Mr Hibbert describes the Duce's propensities as a child and a youth, and explains his megalomaniac rise to power as "a man of the people", his conquest of Abyssinia and the alliance with Hitler.

In his account of Mussolini's political fortunes and his standing as a leader both in Italy and beyond, Mr Hibbert never loses sight of the human being. Drawn on documents and accounts of people who knew him personally, he examines the contradictory nature of Mussolini's personality. The dramatic story of his fall from power and subsequent flight and capture is described in detail. There are 13 striking black and white photographs of the Duce in various postures which cleverly convey his extremities.

Some of the issues raised are, though fascinating and important, on such a high level of generality that it is impossible to treat them in the space available. Nor can a short review do more than catalogue the author's conclusions. They are then in favour of: Butler's view of the Duce as a "man of the people"; the importance of the sixteenth form and the abolition of external exams at 16; the shortening of the school day; and very much improved guidance and counselling. In seeking the causes for the "flight from difficult subjects", he mentions five possibilities, but not laziness due to a rejection of the Protestant Work Ethic. I am not so sure.

Among this week's contributors

Eileen Barker is a lecturer in the sociology department of the London School of Economics. Geoffrey Parkinson is a probation officer. Nicholas Walter is the editor of the *New Humanist*. Bernard J. Harrison is a lecturer at the Institute of Education, Sheffield University. John Rowe Townsend's latest book is *Noddy's Castle*.

29 Books/Politics/Education

YOUNG READING
POINT OF NO RETURN

John Rowe Townsend

Return to the Gate. By William Corlett. Hamish Hamilton, £3.00. 241 893054.

An "emotional trilogy" is the phrase quoted on the back flap to describe William Corlett's three novels, of which this is the last. (The other two are *The Gate of Eden*, published in 1974, and *The Land Beyond*, which came out earlier this year.) The books do indeed obviously form a group; they have the same narrator, shown successively in boyhood, as a young man, and as an old man; there are several cross-references from one to another; and the handsome jackets by Peter Bates, consistent in style and typography, emphasize the family relationship between them.

In spite of all this, it seems to me that they are not a true trilogy, if by a true trilogy one means three books which are not only complete in themselves but add up to a unified whole. Here the linkages are formal rather than organic; these are three clever but dissimilar and in the end disjointed books.

The Gate of Eden was a goodish example of the kind of realistic adolescent novel that we are now familiar with. It described a boy's relationship with an elderly schoolmaster, and its supersession by a first love affair with a girl who is merely ordinary but has the triumphant advantage of being young and attractive. In *The Land Beyond*, the same narrator—now, it seems, a fairly successful playwright—is in Greece, trying to pull himself together after an unhappy love affair, and finding succour in a terrifying but ultimately revivifying encounter with a charioteer of ancient Delphi. This is a moderately experimental

psycho-fantasy with some slight resemblances to Alan Garner's *Red Shift*. And now, in *Return to the Gate*, the narrator is an old man living alone in a dreary, run-down, sub-fascist England of the future, coping with meagre rations, a curfew, restricted electricity, a Civilian Authority and (a neat bit of Newspeak) a Civilian Army. It's a situation similar to those imagined by several other writers.

In the course of *Return to the Gate*, the narrator tangles with hostile villagers and authorities, takes in a stray adolescent girl, is helped by members of a commune and by the son of the local man-of-power, faces brutal and futile violence, and finally dies (or so it would appear. The conclusion is not entirely clear. A narrator cannot really describe his own death).

Technically the book is extremely accomplished. The author, himself a dramatist and writer for television, has a sharp ear for dialogue and a sharp eye for a setting. He knows just how to begin a scene and when to cut. Most of his people are convincingly defined by the way they speak; the lady in the provision depot (formerly the village shop) with her automatic endearments that cover up unhelpful responses; the teenage walf, aggressive but deeply vulnerable. But there are failures. The most important of these is the narrator, who does not emerge as an old man; most of the time he sounds like a brisk young one, and the occasional references to his age pull one up short. And it must be said that the story is less than gripping and not particularly thought-provoking.

For all the skill with which it is written *Return to the Gate* is in essence a somewhat ordinary book.

TOP CRAFT TITLES 1975

A World of Embroidery, Mary Goselow, £7.95 net cased

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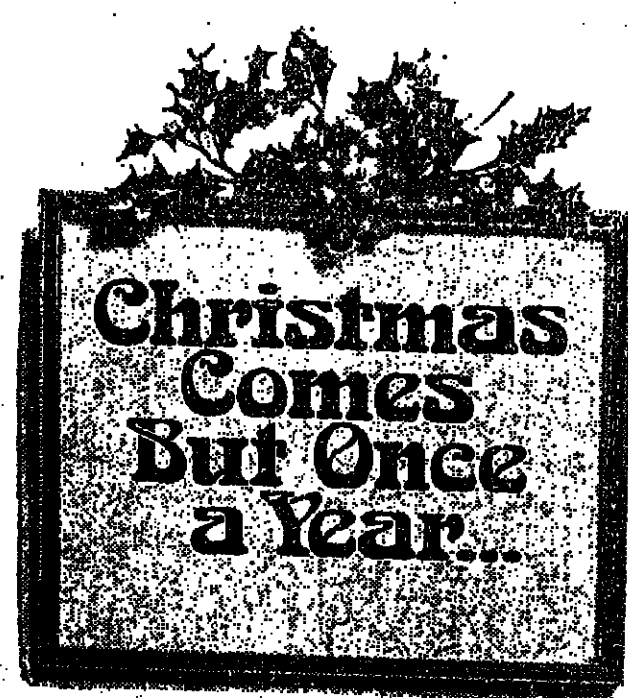
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Table Settings For All Occasions, Anne Forsyth, £1.35 net limp

Nature's Toyshop, Margaret Hutchings, £3.95 net cased

Bells For All Occasions, Sarah Hobson, £1.35 net limp

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TRADITIONLESS TRADITION?
Nicholas Richardson on American literature

Sphere History of Literature in the English Language. Volume 9: American Literature since 1900. Edited by Marcus Cunliffe. Barrie and Jenkins £5.00. 0 214 65151 7.

A great deal of American writing, creative as well as critical, has been concerned with the problem of whether such a thing as American writing exists at all. Was American merely a regional form of English literature, a sort of country cousin? Was there an American tradition, or simply what John McCormick has called "the American writer's paradox of traditionless tradition"? And suppose this were true, then was there something in American creative writing that forced him into the unenviable choice. Van Wyck Brooks suggested in his translated biographies of Mark Twain and Henry James, between the provincial and the irrelevant? It has been a problem defined by the long list of self-styled American authors: by the proliferation of regional or ethnic-minority genres within American literature itself, the Western or the Southern, the Jewish or the Black novel; even by the existence of groups who have formed some-

thing less than literary movements (although this may not be true of the Southern Fugitives) and perhaps not much more than regionally based entities—the Chicago School.

This is a dilemma that is resolved by argument than eliminated by assertion. Marcus Cunliffe states in his introductory essay that since 1900 American literature has moved from a posture of cultural inferiority (or chauvinism) to the same thing to a position of "superpower magnitude and ease". (It may be right at that. "In the four quarters of the globe" Sydney Smith had pondered in 1829 who reads the answer can be seen in the four quarters of the globe. But is this necessarily a proof of quality? It is a disadvantage in many of these essays that quality is simply assumed—as David Morse assumes in this case justifiably. O'Neill's status as a playwright, as Eric Mottram, not deliberately but dogmatically, grants identical status to all his sixties poets.

The difficulty may lie with the avowed aim of the series, "to present a comprehensive survey... rather than a guide only to major landmarks". It is a pious aim but a difficult practice, leading on the

one hand to Mottram's catalogue (but there is the unexcused Whim), on the other to fairly detailed treatment of writers now mainly of vogue or historical interest: Sinclair Lewis, Saroyan, Salinger.

The problem is particularly delicate when dealing with contemporary literature, with the real risk of being too close to the vogue; too liable to obscure the vogue; too reason Leslie Fiedler may be forgiven his characteristically entertaining piece on the Pop Age, seen as an unlikely triumph of Western Science Fiction and Porn, does his eyes at least. American literature has finally left the raft and come of age.

There is no doubt, a strong case if not for a twentieth century American Renaissance—that would have involved a precedent birth-then for the world stature of writers like Eliot, Pound (but are they American?), Stevens, Faulkner and O'Neill to be recognized. But these moderns are to be counted the dustbin of history as Fiedler proposes, as we move forward to a post-modernist age in which the official barrier between mass and elite culture will disappear, it would be comforting to be reassured that the result would be something more than a sentimental admiration of the second-rate.

TRAINS AND BOATS AND STEAMSHIPS

Victorians on the Thames. By R. R. Boland. Midas Books, 12 Dens Way, Tunbridge Wells, Kent. £4.00. 0 85936 045 8.

Passage to America. By Terry Coleman. Penguin 70p. 0 14 003837 X.

Between 1846 and 1855, more than 2,000,000 emigrants left our shores, many of them paupers, encouraged by accounts of the prosperity and style of the life in Liverpool, dealing with two thirds of the emigrant traffic, was the collecting point for thousands of passengers, many of them Irish, who came unbelieveably innocent and helpless to be fleeced by brokers before being herded on settling ships crewed by brutal seamen. Men and women were

allocated berth space indiscriminately, four persons to each 36 square feet, and water closets were provided on the basis of one per 100 travellers. Rations were bad and short, disease was rampant, and after 35 days of Atlantic buffeting, it is not surprising that the mortality rates among emigrants was high. Terry Coleman gives a horrifying account of conditions in 1847, the plague year.

Many who survived the voyage lived to eke out a precarious living in tenements or cellars, or were kept alive by public assistance. Yet half the population of New York City were emigrants. More fortunate were those who followed them on steamships, in half the time, at more than twice the price.

If Terry Coleman's account is compelling and memorable, Mr Boland's, though slighter, is none the less fascinating. When railways ousted towing barges from the Thames, development of the river for pleasure followed, and we are treated to a panorama of Victorian boating, the Boat Race, fishing, punting and other water sports. Boland knows his river and it is his eye in his account of Thames fashion and recommended behaviour. We hear of intriguing and coloured pongees, of serge and sailor hats, of the necessity to wear diamonds on the river, of the advice to wear spats. The well-known illustrations complement the text particularly in the remarkable episode on houseboats.

Eric Church

30 Books/English

THE QUICK AND THE DEAD

Bernard T. Harrison

English for Living. By Albert Rowe. Book 1. 333 16845 3. Book 2. 16846 1. Macmillan Educational £1.35 each.

The title of these volumes might sound suspiciously like climbing on the Bullock Report's "Language for Life" bandwagon. But those who know Albert Rowe's distinguished record in English and educational publishing will recognize that these new course-books are very much in the spirit of his long-standing commitment to "English for Living". They show a lively respect for the child's eye on life, for the loves and concerns of noisy, eager and ideally "real" children. Each volume, attractively and sturdily produced, contains many passages and a wealth of related pictures that promise a lively English lesson in 11-12-year-old classes. I don't think the volumes will offer any surprising ideas or departures to the more experienced specialist, who has learned the much greater rewards of seeking out his own material for a class. But the photographs and pictures may make this a useful book for him to have available in his stockroom.

Some of the work and writing suggestions are somewhat obvious, laboured and over-limiting; and there is sometimes a rather unreal emphasis on "how" ("how to listen", "how to read", "how to write a letter"—as though these skills can somehow be learned in a vacuum, without the living involvement in language that Mr Rowe so clearly believes in, and that he generally recommends as the basis of good English work. It is a little disappointing that a teacher as experienced and tactful as he should set aside sections of study on the apostrophe, paragraph, spelling and so on, and expect youngsters to give sustained and careful attention to these abstract skills, outside a living context. He over-estimates the degree to which we can challenge the reflective and imaginative powers of children, in order to release the charge and energy needed to wrestle with problems of writing technique and presentation.

Many teachers will feel that Albert Rowe is emphatically right in claiming that children must be involved in what they are doing before they begin to look at how they are doing. These volumes would be better if the mechanical bits and pieces were excluded, and left to the teacher to introduce, in an appropriate context.

Texts and Tests in English. By John P. Berry. Book 1. 0 7131 1937 3. Book 2. 1938 1. £1.20 each.

It would seem ill-advised but very tempting to produce multiple-choice tests in English, at this time. It is advised, in the face of all the impressive evidence from Britton, Rosen, Barnes, Marland, Wilkinson, Creber, Whitehead, the Bullock Report et al, on the function of language in education and living. But very tempting, at a time when fresh English syllabuses for joint O level/CSE examinations are being urgently prepared by teaching bodies up and down the land; and when multiple-choice questions may seem to offer an escape route for examiners from both having to answer awkward questions about what "standards" in English are exactly, and from having to rely entirely on expensive and individualistic script-markers. *Texts and Tests in English* keeps a low profile in its short preface, and avoids all contentious claims about the merits of this kind of testing. We are to be reassured that the "texts" are complete units of single episodes, themes or incidents, thus they can be read for their own interest; and that all the tests have been tried in the classroom, subjected to the criticisms and comments of both staff and students, and amended accordingly.

One or two of the passages do show, I think, a modest concern for the interest and feelings of fifth year students, though there are several which look as though they might have been dug up from the kind of old precis-comprehension tests which have nearly 20 years ago, as a fifth-former. As for the questions, I've seen worse ones, but can find no praise for them. They confirm my view that multiple-choice questions in English are arid exercises, actually hostile to the sensitive and intelligent response to what we read. Time and again I find myself asking, "It is hardly surprising that follow-up questions of such books as this are so often tempted to go hunting through the questions for howlers and absurdities, and a class of fifth-formers schooled in a more rigorous mode of response to their reading will find a feast of them here. But this game can be quickly become depressing too, for the questions themselves, it leads us away from all the feeling and actuality of well-used language."

Full Circle. By E. L. Dack and F. E. S. Finn. John Murray. £1.25. 0 7195 3008 3.

Full Circle is more cunningly angled to prey on the guilt feelings and thin resources of innocent English departments, and to make capital out of trends among English examination boards. Messrs Black and Finn are not new to the multiple-choice English test trade; and only their trendy (and inadvertently grim) title adds anything new in approach to their previous awful volume, *Multiple Choice Tests in English Language*. In their introduction to *Full Circle* they go in for the hard sell, and aggressively urge the reader to support their alleged concern for "standards". Happily ignoring facts, and using the jargon of the Black Papers, they plead disingenuously that "there has been a noticeable decline in the standards of literacy" (though they go on to soft-soap English teachers by blaming the press for this). They announce that this book will be especially useful for the new joint O level/CSE examination; and they also enterprisingly predict that they can cover the whole market, old and new: "should a new examination, to be called the CSE, be introduced for sixth-year pupils... this book should provide all the necessary material."

Turning to the first passage in the book, you will find "The History of the Stirling Cliché". Lost in the twang of history are the days when man began to give up hunting. Further on in the book you are introduced to engage your young audience with such promising titles as "The History of the Cliché" or "Bell-ringing in England". (Surely no self-respecting Women's Institute, even, would wear these now?) True to its claims, the book branches out from multiple-choice questions into multiple-choice questions, essay questions and project work. It even has one or two good ideas from better sources (for example, some work on the haiku form). There is also a dingy-looking photograph of a goal being scored in a football match, with a better, more inviting invitation to "write a story, description or an essay suggested by the illustration above."

SHORT, SIMPLE AND ESSENTIALLY ENJOYABLE

Andrea Clifford

Little Nippers. Twelve Titles. Macmillan. Banded set £1.80.

Tim and the Hidden People. Flight-path to Reading. Books A1, A2, A3. By Sheila McCullagh. E. J. Arnold (Leeds) 35p each.

We Can Read Series. Books 1-8. 30p each. Teachers Booklet, 25p. 0 340 18745. Two Cassettes, £2.95 plus VAT each. By Basil Taylor. University of London Press.

The Read About It Series. Books 109-120. By O. B. Gregory. Wharton. Banded sets £2.40. 20p each.

Bangers and Mash Series. Books 1-14. By Paul Groves. Longman 40p each.

The Star Family Series. Books 1-8. 28p each. Books 9-12 32p each. By Shirley D. Sutcliffe. E. J. Arnold (Leeds).

As reading skill is a major requirement in education it would seem essential that the process of learning to read should be as enjoyable as possible for the child. Many of the existing reading schemes are so silted in style and so unrelated to the child's everyday life that they can be more of a hindrance than a help.

Teachers will welcome the arrival of 12 new titles in the Little Nipper series. These books have a simple text, short sentences and an easy vocabulary. Each page is vividly illustrated in full colour with amusing, simple explanatory pictures. These books may be more successful than the earlier titles in that they tend to use more general experiences, for example in *Go On Then*; rather than concentrating on specific incidents, such as the earlier *When Dad Felt Bad*. In their attempt to break away from the usual middle class oriented reader, the Little Nippers have provided an amusing series for all children at the pre-reading stage.

Sheila McCullagh can always be relied on to provide stimulating readers combining a carefully graded text with an exciting story, and her new series of *Tim and the Hidden People* is no exception. This is an excellent series for the more

fluent reader, who will be eager to follow Tim's adventures as a reader of the magic key he finds in book one.

We Can Read is a new series of supplementary readers intended for the enjoyment of children just mastering the techniques of reading. The "Basic Reading Vocabulary" of these books has been compiled from the word lists of the early books in reading schemes, which the author assumes are the more widely used, including James and John, Happy Venture and the Ladybird Key-Words. Many of the words appear in all these schemes, the remainder appear in at least two, so the child will have met them before he begins this series. Some additional vocabulary is provided to help extend that of the child and to facilitate the provision of enjoyable stories. The books are attractively illustrated and make good use of repetition, short paragraphs and short sentences. The teachers book-let provides "follow-up" ideas, and in all this is a valuable series, also available on cassette.

The *Read About It* series is similar; taking words from Dale List and other reading schemes to make up the *Prehistoric and Large Animals* set. These books will have instant appeal for children at the end of the infant school, they are well illustrated with a simple factual text, with comprehension questions (with the correct answer page number) on the last two pages. They could be an invaluable resource in a primary school classroom.

Bangers and Mash is a series of 14 books depicting the adventures of two chimpanzees: "Bangers is big, Mash is little". The aim is to introduce children to phonics by a graded presentation of the main sounds of the language in interesting and amusing stories. Of necessity these books are often silted in style but they are still an attractive way to present phonics to children.

The *Star Family* series centres around this family, friends and pets. Bold illustration and a clear simple text based on repetition lead to a silted and somewhat boring presentation of some good story-ideas.

SET IN A NEW PERSPECTIVE

Growth Through English. By John Dixon. Published for the National Association for the Teaching of English by the Oxford University Press. £1.25. 0 19 911092 1.

The Dartmouth Seminar of 1966 was of tremendous significance in the history of the teaching of English. Representatives from the United States and the United Kingdom met to mull over the theory and practice of what was being involved with the subject of English, entitled, to collate what was happening in the classroom and to point to the directions which should be pursued in the future. Out of this conference came John Dixon's classic book *Growth Through English*, summarizing the discussions of the Seminar and distilling his findings for the benefit of teachers in this country.

Now, nine years on, the book has been reissued in the excellent Oxford Studies in Education series. A new foreword by James Squire and a new introduction by the author, which occurs in the edition world these days. The following have all had their effect in causing the teacher of English to adapt and reconsider his approach: the need to relate the teaching of English to the social and political context, to give it "relevance" to the firm establishment of the comprehensive system, the breakdown of a "privilege" the attitudes of Black Paper critics, the raising of the school-leaving age, the development of

integrated studies; the growing realization of the importance of the role of language in learning; the question is still "What is English?", and the answer is nothing less than "the sum total of the planned and unplanned experience through language by means of which a child gains control of himself and of his relations with the surrounding world".

In face of this daunting subject matter to cover, *Growth Through English* remains the outstanding guide. Its account of the "personal growth" approach to the teaching of English is still stimulating, provocative and enlightening. The subtitle to this new edition is "set in the perspective of the seven years". In a new chapter, John Dixon details his personal preoccupations since 1966. These concerns the need to enable the pupil to be a participant in the use of language and not merely a spectator; the need to help the pupil to organize language for the value of using it; and the need to help the pupil to use language as a means of self-expression. Despite my own slight feeling of uneasiness about English, I am sure that this book will be a deep absorption of some of the best there is much here to provoke and enlighten. *Growth Through English* remains a seminal work in the world of English teaching. If we could have only one book on the subject, this would have to be it.

Rhodri Jones

Richard Wilkinson

John, Priests, and Worship. By Kenneth Hughes. 0 04 92003 2. Published for the Ancient Greece and Rome Society by the Oxford University Press. 330005 9. 33p.

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Continuing our series of articles commissioned by Chelsea College Centre for Science Education, Peter G. Dean looks at mathematical games. Next week he will discuss more advanced games

Playing the numbers game

Catena £200. Numerical Dice Set 46p. Multi-sided dice 8p each. E. J. Arnold, Butterfield Road, Leeds LS10 1AX. Multi-sided dice 56p a set. Number dice 97p a dozen. Sum dice 97p a dozen. E. J. Arnold, Butterfield Road, Leeds LS10 1AX. Card Games Set 2: Cognition, Epistemic, Mod 8, £2.45. Invicta Plasticus, Oadby, Leicester LE2 4LR. Mathematical Games, Bp P. Epps and J. Dean. Macmillan £8.15. Games 90p. Maths Learning Spots, 10. Sundays 10p. Lower Almondshury, Bristol BS12 4DR. Magic squares set (9, 16, 25) £1.95. Time Table Trio 70p. Vector cricket £1.30. Taskmaster Aids, Morris Road, Clarendon Park, Leicester LE2 6DR. Antihemex 98p. Thomas Hope, St Philip's Drive, Rayton, Othham, Lancs OL2 6AG.

These two articles (the second appears next week) give details of some mathematical games which can be bought in this country. All those mentioned were inspected during 1975 and selected as useful for secondary or middle school children.

Mathematical games are an accepted activity in most schools. Mathematics clubs, but games are not often used as a classroom resource. This means that the motivation which games can provide is often applied to those pupils who are already motivated. Why is it not applied to the many pupils in the classroom, who might thereby get a new interest in mathematics lessons? Four reasons are often given.

Playing games can take a lot of time. This valid criticism should be compared with the mathematical progress which a pupil achieves after 30 minutes of games compared with 30 minutes of other classroom activity. For example, with the game Vector Cricket (Taskmaster) each player may have used 80 pairs of coordinates, done addition sums, and calculated an average. Would these pupils have done more mathematics in 30 minutes with a worksheet or textbook?

The reaction of some senior teachers is that "the classroom is a place for learning and not for games. This reminds me of the deputy head who called me to his room because he "had seen a boy at the back of my class reading a newspaper" (in a current affairs lesson). Both newspapers and games can be useful learning resources.

Games nearly always include some competition, and teachers may be afraid that the less able pupils will have their sense of failure reinforced. This is unlikely because of the element of chance in many games, and because these games allow the pupil to play his turn in his own time and way.

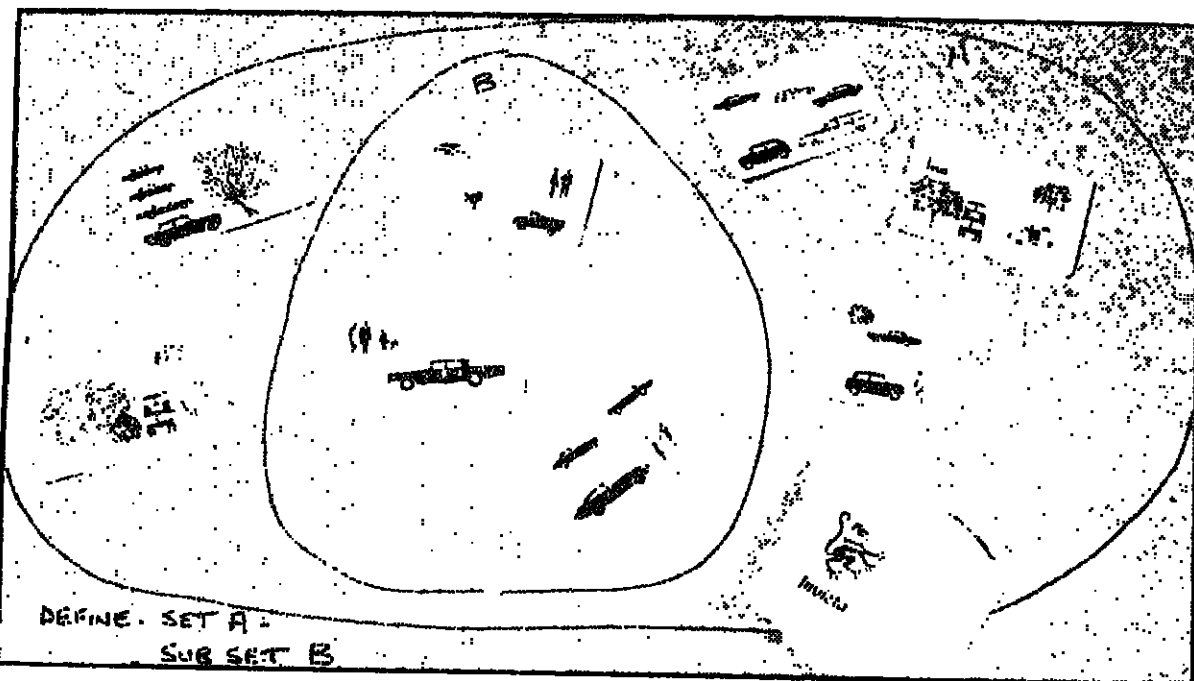
The teacher has difficulty in discovering suitable games which are available. It is hoped that these two articles will help by selecting games in each of several mathematical categories. Just as a pack of 52 ordinary playing cards may be used in many different ways, the apparatus described here can also be used in many ways for the categories are only a first guide for the reader.

Sets and attributes

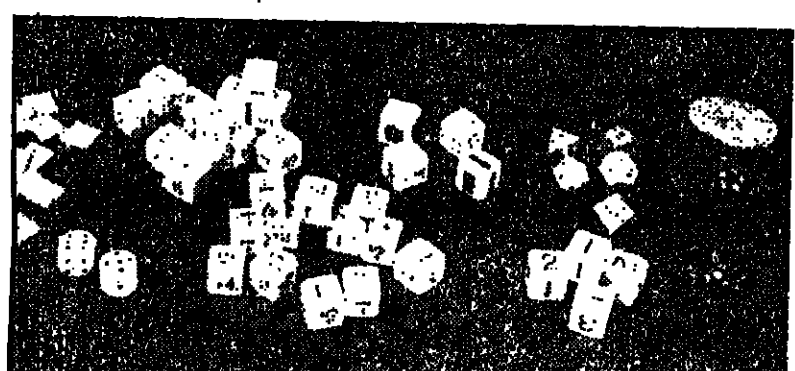
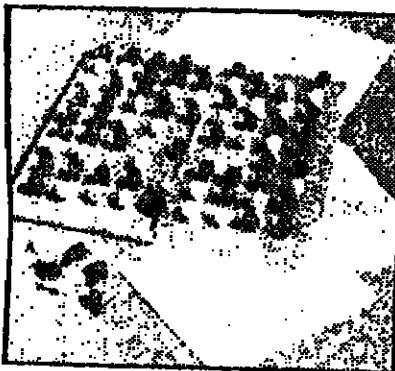
With the game Get-set (Maths Learning Systems), two, three or four pupils will have a simple but effective game, based on their ability to place pictures or numbers in the correct sets. There are two versions included in the game, and for both the board is three intersecting circles. Each circle represents a set chosen from 10 possibilities (for example, people who are smiling in the pictures; numbers which are a multiple of five). Placed upside-down on the playing table are 49 counters with pictures of faces, or with the integers from one to 49, on them.

Each player in turn picks up a counter and has to place it on the correct part of the board. As the game progresses, players collect from the board counters which they have been incorrectly placed, or counters which are awarded if they recognize certain intersections, or unions of sets. When all the upside-down counters have been played, the player who has collected most counters from the board is the winner.

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Above: Invicta's Epsilon game;
below left: Vector Cricket by Taskmaster Aids;
below right: some of the dice sets available from the Educational Supply Association



This description illustrates the construction of many of the games which will be mentioned in this article. The manufacturer supplies apparatus (for example, simple counters, cards and a board) which is more robust than a teacher would make. This is used for one or more versions of a basic game which has been tested with children and the details probably modified until this successful game has evolved. The manufacturer provides a pamphlet which gives rules and instructions for the basic game(s), describes variations and development, and maybe offers educational notes for the teacher.

Invicta supply sets of card games, from which two packs are designed to give practice with sets and attributes. Each pack of cards, of average quality, slips into a cardboard box with rather brief suggestions for play printed on the outside. This brevity is a disadvantage, but it means that there is no separate sheet of paper to get lost. Each card of the first game, Epsilon, shows members of the sets of people, trees, buildings and vehicles. The second game, Cognition, is designed to link with work on Invicta attribute blocks; there are 60 cards with patterns and shapes in red, yellow and blue. The pack can be used for card games such as Snap and Memory. Families, and the manufacturer state that "many games can be devised by resourceful teachers and children".

Although it costs slightly more, the Matchmax pack (Thomas Hope) is of much higher quality. The cards, attractively printed in five colours, are enclosed in a plastic box. Each box also contains a well-written pamphlet with guide notes, the rules of six games for two or more players and illustrations for the teacher. For 15p extra, a page booklet which explains how to use several packs in a classroom, and a booklet with 52 cards and two spaces, is one of the best packs.

Arithmetic practice can be enjoyed by using board games. One such game is the magic square problem, where the whole number up to nine, 16, or 25 have to be arranged so that each line of numbers has an equal sum. These problems are methodically solved by some pupils using pen and paper, but for other pupils the paper contains a mass (and mess) of lines and numbers. For this second group of pupils you can buy the three attractive Magic Squares games (Taskmaster), which come complete with instructions. The pupil has coloured plastic tablets, which he can move about inside trays as he attempts to solve the 3 x 3, 4 x 4 and 5 x 5 magic squares.

Catena (Arnold) is a game for two players, which gives practice in the multiplication tables. The rigid board is a 10 by 10 grid for multiplication tables, and the 100 counters are each printed with one of the products. Each player has to try to get a chain of his counters across the board. This winning position is reached by calculating products and possible factors for each group of counters. Complete instructions are provided which should satisfy any teacher. My only criticism is that the counters have not been printed boldly enough.

There is an excellent sequence of 20 Mathematical Games (Macmillan) designed for primary school. Some could be used with the younger children considered in this article, but for these few games the book is expensive. For the teacher, it book shows educational development through the sequence of games and the author's attention to detail. It is a similar approach, a teacher guide, which will be a familiar item in a sequence suitable for classroom use.

Card games for elementary arithmetic

One advantage of card games is that they often allow more players than board games, and all the three games described here can be played by up to six pupils. Quick Tens (Galt) is designed to give competitive practice with the pairs of numbers whose sum is 10. It is a simple number from 0 to 10, two boards for practice in addition and subtraction, and complete instructions for play.

A second Galt game of similar good quality is "Turning the Tables". This has 156 cards, to provide competitive practice in the multiplication tables from 0 to 12. Each card has a black multiplication side (e.g. 4 x 3) and a red division side (for example, 12 ÷ 3). The cards are printed so that the correct answer is confirmed by turning over the card.

A rather different game which gives good practice in factors and multiplication tables up to 12 is Times Table Trio (Taskmaster). This game has been tested at schools, and the aim is for correct sequences of three or more cards, which belong to a multiplication table pattern (for example, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100).

Two sets of these dice can be used for practice in simple arithmetic to the five bases, though some rule would have to be devised for throws which gave a blank face (in five of these games). For 15p extra, a page booklet which explains how to use several packs in a classroom, and a booklet with 52 cards and two spaces, is one of the best packs.

The Numerical Dice Set (Arnold) is

supplied with teaching notes which show how to use them at various stages of arithmetic practice. The set contains five pairs of dice, coloured, one-centimetre, cubic dice. For simple sums and differences the pupil might start with the blue die (which has the numbers 7, 8, 9, 10, 11, 12 on the faces), the yellow die (which is printed 1, 2, 3, 4, 5), and a red die (1, 2, 3, 4, 5). The other two dice are white (4, 5, 6, 7, 8, 9) and green (1, 2, 3, 4, 5).

Board games for elementary arithmetic

Arithmetic practice can be enjoyed by using board games. One such game is the magic square problem, where the whole number up to nine, 16, or 25 have to be arranged so that each line of numbers has an equal sum. These problems are methodically solved by some pupils using pen and paper, but for other pupils the paper contains a mass (and mess) of lines and numbers. For this second group of pupils you can buy the three attractive Magic Squares games (Taskmaster), which come complete with instructions. The pupil has coloured plastic tablets, which he can move about inside trays as he attempts to solve the 3 x 3, 4 x 4 and 5 x 5 magic squares.

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There is an excellent sequence of 20 Mathematical Games (Macmillan) designed for primary school. Some could be used with the younger children considered in this article, but for these few games the book is expensive. For the teacher, it book shows educational development through the sequence of games and the author's attention to detail. It is a similar approach, a teacher guide, which will be a familiar item in a sequence suitable for classroom use.

Card games for elementary arithmetic

One advantage of card games is that they often allow more players than board games, and all the three games described here can be played by up to six pupils. Quick Tens (Galt) is designed to give competitive practice with the pairs of numbers whose sum is 10. It is a simple number from 0 to 10, two boards for practice in addition and subtraction, and complete instructions for play.

A second Galt game of similar good quality is "Turning the Tables". This has 156 cards, to provide competitive practice in the multiplication tables from 0 to 12. Each card has a black multiplication side (e.g. 4 x 3) and a red division side (for example, 12 ÷ 3). The cards are printed so that the correct answer is confirmed by turning over the card.

A rather different game which gives good practice in factors and multiplication tables up to 12 is Times Table Trio (Taskmaster). This game has been tested at schools, and the aim is for correct sequences of three or more cards, which belong to a multiplication table pattern (for example, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100).

Two sets of these dice can be used for practice in simple arithmetic to the five bases, though some rule would have to be devised for throws which gave a blank face (in five of these games). For 15p extra, a page booklet which explains how to use several packs in a classroom, and a booklet with 52 cards and two spaces, is one of the best packs.

The Numerical Dice Set (Arnold) is

supplied with teaching notes which show how to use them at various stages of arithmetic practice. The set contains five pairs of dice, coloured, one-centimetre, cubic dice. For simple sums and differences the pupil might start with the blue die (which has the numbers 7, 8, 9, 10, 11, 12 on the faces), the yellow die (which is printed 1, 2, 3, 4, 5), and a red die (1, 2, 3, 4, 5). The other two dice are white (4, 5, 6, 7, 8, 9) and green (1, 2, 3, 4, 5).

Board games for elementary arithmetic

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Card games for elementary arithmetic

Brunel's new language laboratory equation

By Ruth Rees

A recent study in the education department of Brunel University* suggests that the language laboratory could be a most valuable aid in the teaching and learning of mathematics. Discussions with teachers show that in many schools the language laboratory is not fully used, so that access for mathematics should not present any major difficulties.

The Brunel study set out to monitor the routes taken by students to the language laboratory, and to see if they were given specially devised tapes and asked to talk their way through the items, doing whatever was necessary on the paper. It was emphasized that they had to do whatever was going on in their thinking even if they felt confused or went blank.

Routes to solutions were also monitored using a portable cassette recorder with inbuilt microphone. The language laboratory is an efficient with respect to time as students can be recorded simultaneously; the tape recorder can be used to interview students for the purposes of the study. The language laboratory was used to record students talking their way through the items without interruption; normally in the language laboratory teacher and pupil can work at any time.

Intentional use of a language laboratory in mathematics teaching could detect students' difficulties at an early stage in the introduction of new ideas or help to consolidate previously taught.

A variety of items were given to students in further education, school and university. The following is a small selection. Language laboratory recordings—The school pupils recorded were about 13 and from an above-average ability band in a comprehensive school, although not rigorous in their mathematics. The university students were on a first-year undergraduate building engineering course.

School pupils, boy: "If $1/x = 2$ then $1/x = 2$, good. No! I must work it out. $1/x = 2$, no... can't work it out. I do this one—think—think—oh I don't know—leave this one—go back to this in a minute. $1/x = 2$ is... oh, how do you do it? long division; can't quite remember. Do it separately: 7 into 13... oh! 17 into 51 goes 3 times. 21 long pause with a lot of working can't work it out. $1/x = 2$, 27 times 10, 270, 270 x 2, 540 years. 27 x 20 is

... oh, 27 times... 23 point something. Girl: "If $1/x = 2$ then x is, then x is... x is... 3, yes, because x would be $1/2$... $1/2$ into 13... Put 3 noughts after 513 to take some noughts down. 27 into 51... no, don't think it does... no... so that's um... 51... 11 into 7 is 4, (subtracting wrongly) 1, 27 won't go, put up 1, 11 x 6... means... (long pauses while working on the paper) ... um... I think the answer is 11.6. Not sure because it's a bit hard."

Boy: "If $1/x$ equals 1 then x is... (long pause)... 4 times 3 is 12... one twelfth. No! 1 equals 3... would be one twelfth, equals 3... one twelfth."

University students: male (A level pure and applied maths): "If $1/x = 2$ then x is... Multiply both sides by x , get 1 equals $3x/4$ now... 4 and divide both sides by 3 get x equals therefore 4/3. 513 + 27... long division or by looking at answers, 27 times 10 is 270, 27 times 20 equals 540, 9 times 7 ends in 3, 63, 7 times 7 ends in 9. Therefore... answer 19."

Female (first-year craft and technician students, age about 17 or 18 years): "Tape recorded interview—The students interviewed were day-release, first-year craft and technician students, age about 17 or 18 years. Craft students (mid CSE grades or below) Student 1: "If one $x =$ three quarters then x is... 3... (long pause). Interviewer: "What are you thinking?" Student 1: "Blank again."

Student 2: "Never knew how to do equations. Just never went in... Student 2: "If $1/x = 2$ then x is... Interviewer: "What's going through your mind?" Long pause Student 1: "What are you thinking?" Student 2: "x=4."

Student 3: "Why? It would be helpful to know." Student 4: "Long pause" "1... 3, one's into three... Interviewer: "And x and 4 are both on the bottom. Is that what you're thinking?" Student 5: "Yes."

Student 6: "Student 1 (O level maths grade E): "513+27... I'd work that out later on." Interviewer: "Because you think this item would involve you in a lot of thinking too?" Student 7: "Not thinking. It's simple division. If I knew before—if I had come across it before and I knew, like, 27 was divisible into 5, number of times, I'd put it down immediately. But I don't kind of come across these kind of figures very often so I have to work them out."

Backing for birdwatchers

Young birdwatchers can get a lot of information and encouragement from the Young Ornithologists Club, the Junior branch of the Royal Society for the Protection of Birds. The club offer local activities, meetings, varied holiday courses, and a monthly magazine, Bird Life.

The holiday courses vary in length from three days to a week, and some combine bird watching with activities such as fossil hunting, fly fishing or mountain adventure (this one for beginners, under supervision). Accommodation is usually in youth hostels.

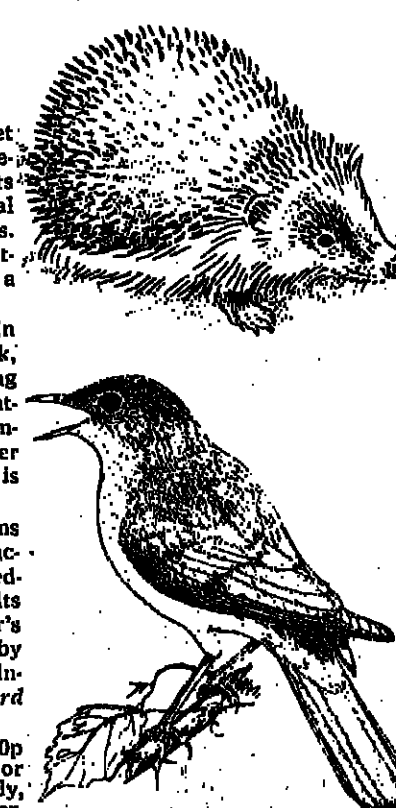
Local groups arrange afternoons or days of birdwatching, with practical projects, like observing feeding, fly fishing or mountain adventure (this one for beginners, under supervision). Accommodation is usually in youth hostels.

The subscription rates are 30p yearly for each of a group of 10 or more members, £1.55 for a family, £1.25 for an individual member.

Further information from Mr Peter Epps, YOC, RSPB, The Lodge, Sandridge, Barnsley, S419 2DU.

From an article in Bird Life on

backing for birdwatchers



From an article in Bird Life on

backing for birdwatchers



Can language laboratories be used for maths teaching as well?

I: "You wouldn't look at those numbers to see if you could simplify it in any way? You might not have to do long division if you spent a little time thinking about it. There may be a common factor there. However, time is racing on."

Interviewer: "Have you any ideas? What's going on in your mind?" Long pause.

Student 2 (CSE grade 2): "If $1/x = 4$... 3... (long pause). Interviewer: "Something must be happening." Student 2: "I am thinking that's one over x in the ratio 3:4 so x is going to be more than one so... Yes, I think x is 4 over 3."

Student 3: "Well, what I did is cross multiply, 4 equals $3x$, x equals 4 over 3 taking 3 on the other side."

Several points of interest have emerged from study of the recordings. Considering the item $1/x = 2$, for example, it is clear that on the whole the sample of school pupils saw equivalent fractions, but thereafter became confused and showed little skill in finding x : solutions varied from those illustrated to include $1/12$, $1/12$, 2 , $1/16$.

The technicians immediately applied the technique of cross-multiplication, while the university students saw an equation and "multiplied both sides by". Craft students, on the whole, were just confused. Two students only immediately saw that $x/1 = 4/3$; one was a third-year grammar school girl and the other a second-year ONC student.

Considering the item $513+27$, it is clear that long division is a skill rapidly going out of fashion. It may be that the calculator does away with the need for such a skill, but it is sad that few students, and two of these were university students, exhibited sufficient feeling for number to see that 3 was a factor of both 513 and 27, or to

brief introduction to these topics is included in the students' guide, it cannot be overemphasized that "linkover" should be used only as an addition to a thorough grounding in the principles of Mendelian genetics, and not as an alternative. This point is forcibly made by the author in his introduction to the teacher's guide. This is clearly written and complements the well-presented students' notes, without unnecessary repetition.

By using the computer simulation, obtainable through the Chelsea Science Simulation Project, students can condense weeks of experimental work into three hours of computer time. He can carry out numerous three-factor crosses involving various combinations of 10 genes. The organism employed in the simulation is that generally recognised fruitfly, *Drosophila*. The student designs appropriate crosses to assist him in ordering the genes and feeds these into the computer. The computer prints out the phenotypes of 100 random progeny from each cross and is so presented that it can be used by a teacher and students who have no knowledge of computing.

The programme emphasizes the fundamental genetic concepts of linkage and crossing-over. Although

Further simulations promised from Chelsea, on population genetics and evolution will prove as useful

as the first.

by Celia M. Line

Chelsea Science Simulation Project: Linkover Unit on Genetic Mapping. By P. J. Murphy. Edward Arnold. £3.75 a pack of teacher's guide and six copies of students' notes.

There are, it has been said, two basic theories in the science of biology: evolution theory and genetic theory. It is, perhaps, surprising, considering the increasing use of the computer in teaching, that it has not been applied before to genetics, which, as well as its central role in biology, has so many quantitative aspects.

The Chelsea Science Simulation Project Linkover Unit on genetic mapping should provide a valuable adjunct to genetics courses. It provides an attractive alternative to tedious and time-consuming laboratory exercises for those with access to a computer terminal and is so presented that it can be used by a teacher and students who have no knowledge of computing.

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as the first.

Yemeni lifestyles

by David A. Alexander

Yemen and its People. Catholic Institute for International Relations, 41 Holland Park, London W11 3RP, £1.05 plus 20p pp.

Although British influence remained in the Federation of South Arabia and the Aden Protectorate until the People's Republic of South Yemen was established in 1967, remarkably little is known of the neighbouring Yemen Arab Republic.

This folder-pack of 14 interrelated pamphlets, references and information sheets, the result of development project work by CIIR since 1971, is a welcome addition to the literature for those engaged in Third World studies. Modestly, it aims "to introduce Yemen and its people and to stimulate interest among parish groups, community workers, students and teachers". Its strength lies in its first hand identification with both place and individual lifestyle.

There is ample scope for the enterprising classroom user, who might examine first, the Yemeni immigrant communities here in Britain—there are over 850 Yemenis living in Birmingham alone. The underlying reasons for this can be seen by examining the country which stretches from the potentially fertile Tihama plain along the Red Sea, through the currently most productive southern uplands around the capital of Sana'a, to the relatively unknown lands of the Empty Quarter. The accompanying map which shows patterns of relief, major settlements and communications, would win few cartographic awards.

Over 90 per cent of Yemen's population remain in rural communities and succeeding material examines one such community through an account of Mawza in the Tihama plain. Daily life is closely interrelated with climatic conditions, traditional architecture, landownership and social structure, Islam and limited socio-economic opportunity. Of the people themselves, one pamphlet describes the life of a Yemeni school—its total under 15 per cent of the school-age population—another, that of a tenant farmer's wife, and yet another, the institution of marriage. All may be profitably contrasted with the western counterparts. The Yemenis want especially to establish rural health facilities and recruit nurses, midwives and doctors. CIIR have concentrated their efforts in this sphere. Pamphlets outline mother and child health care, together with the food and nutritional requirements for a balanced diet.

While known historically as a fortunate land, Yemen is a poor country, with over one million men—out of a population of approximately six million—obliged to find work abroad. In addition, exports of agricultural produce equal 10 per cent of total imports, themselves 50 per cent of foodstuffs. There are as yet no oil deposits to give Yemen the riches of its Saudi Arabian neighbour and raise it again to Arabia Felix.

Paper houses

An interesting construction project is explained in *Let's Make Houses*, the latest classroom worksheet from Copeyde. The children are shown how to build various styles of housing—Victorian terraces, 1930s detached and so on—from simple materials such as old boxes.

Suggested projects include constructing a model of the street nearest the school, discussion of how social conditions affect architecture and building an ideal house. For six copies and one copy of teachers' notes you should send your name and address and 13p in stamps to Copeyde Ltd, 1 Torquay Street, Harrow Road, London W2.

Let's Make Houses

by David A. Alexander

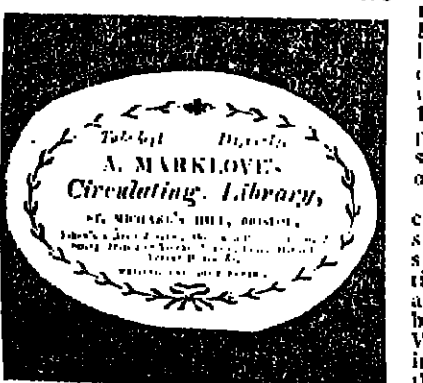
A wealth of rubbish for the imaginative collector

FRANCES FARRER on the Ephemera Society

According to the newly-formed Ephemera Society, ephemera means "printed or handwritten items produced specifically for short-term use and generally for disposal". The society's inaugural exhibition shows that yesterday's paper waste can be fascinatingly recycled into the classroom. This exhibition has now been repeated and will continue until January 9 at Paper Point, 61 Poland Street, London W1.

Many of the exhibits are from the last century and by now we are accustomed to reproductions of old posters and greetings cards. Antique shops too are finding that the profits from this sort of original ephemera are quite substantial. But the ephemeraists also showed menus and notices, bills and ballad sheets, funeral tickets, theatre programmes, magazines and comics—a wealth of rubbish throwing light on the history, morals, amusements, graphics and even the sense of humour of a time.

The Victorians seem to have had some odd humours. Here is a verse



From one of their mock Valentine cards: You drunken, good-for-nothing brute, I would not touch you with my four, Your pot and pipe are all your glory, Go hang yourself, none will be sorry.

A clear enough message, but what are we to make of Christmas greetings like these: "May you not drop this Christmas" and "Being Too Eager for Pleasure we Sincerely Come to Grief"? They dispel the notion that all Victorian greetings cards were sentimental and pretty. The posters, however, confirm many preconceptions. Sweet ladies holding cherubs, children advertised anything but considered itself good and pure, from soap to candles, gripe water and beef tea. Stern gentlemen admonished the consumer to black his boots and/or go to war.

Sometimes the tone of the advertising was scathing: "The inventor respectfully draws your attention to his patent X-ing device... he feels confident that when you have tried his invention..." And, on the subject of inventions, there were some horrors. One product of 1895 was an electric corset which promised to cure a weak back and speedily to strengthen the internal organs.

The last century was famous for ceremonial and enjoyment of death, so there is much ephemera on those subjects. There are large colourful tickets to attend Queen Victoria on a trip to Epping Forest, black bordered, lace-edged tickets to Wellington's funeral, and extensive inventories of the goods sold by the special mourning shops. Mean-



From the first in a series of broadsheets entitled "Introducing Ephemera", which are available from the Ephemera Society. They cost 35p.

while on the battlefield the heroic young soldier, doing the honors of his friend, is depicted in vivid colours at the hands of a ballad sheet entitled "Tell Mother I Die Happy".

In contrast, there are plenty of posters and handbills, advertising amusements such as skating palaces, ballrooms (with 50-piece bands), tea rooms, music halls—and, of course, lengthy menus. For in 1895 you could buy a meal of soup, fish, two joints, vegetables, poultry and cheese or at the Crown Tavern in Fleet Street, it is interesting to see that the Crown boasted "the principal English and Foreign papers taken in", also "man sprich Deutsch" and "on parle Français".

All this picturesque material is easy to forget, modern ephemera, and this is perhaps the most relevant to the classroom. Sadly, now that old ephemera has become collectable, it tends to be expensive. Ransacking attics, old factories and shops which are closing down may turn up some interesting material, but current items are obviously the most accessible.

There are plenty of political slogan stickers around, for example, such as "Healthy Warning: Foot and Mouth Disease" and "This poster exploits women". A firm's



CHRISTMAS NOTES Flowers, animals, birds and kites

The Cards to Keep series are hardy, lasting cards with several illustrations and written information on subjects such as flowers, animals, birds and kites. Their dimensions when opened out are 46cm by 20cm (18in by 8in) which makes them into wall decorations. Many are really appealing: Birds in the Garden, for example, shows a beautiful bird with its beak full of pictures of birds.

The main criticism is that the printed information is compressed and the print itself too tiny to be interesting in younger children's use, as suggested, as educational project sheets or wallcharts.

Mail order

With an eye on Christmas shoppers, Abbott have produced their first mail order catalogue. It is well illustrated so you know exactly what you are getting and it offers a good basic range of toys and games for children from babyhood to 16 years. There are wooden jigsaw puzzles, building sets, puppet, painting and modelling equipment and more or two larger toys, such as a tricycle and a huge pair of skis. The catalogue is free from Post and Morrie Abbott Toys Limited, Post Office, PO Box 22, Harlow, Essex.

The United States Government are to sponsor an exhibition of American audiovisual industrial and educational equipment at the United States Trade Center, 4 Langham Place, London W1 from February 9 to 13.

It will show equipment from 20 companies. Information and ticket applications from: The American Trade Center, 4/5 Langham Place, London W1N 8AE.

United States colleges adopt an OU approach to television

by Michael Binyon

More than 250 colleges in the United States now offer a credit course based on a television series of classic plays produced by the BBC. It is the most ambitious academic involvement in television since the widely acclaimed BBC series *The Ascent of Man* which first opened the eyes of many colleges to the possibilities of television.

The series consists of 13 plays, from *Macbeth*, *Edward II* and *The Duchess of Malfi* to *Heidi*, *Gabriel*, *The Three Sisters* and *The Playboy of the Western World*. All, originally shown on British television, are now being broadcast on America's Public Broadcasting System, a non-commercial network of local broadcasting stations.

The credit course based on the series has been developed by the University of California Extension College at San Diego. Some 30,000 accompanying books and study courses based on the plays have been sent to bookshops, but many more students are expected to follow the course. Three textbooks on the series, literary evaluation, and recommended assignments for students, and a discussion of the relationship between script and production. The plays are being broadcast one evening a week, repeated on Saturday and Sunday mornings. They have been chosen from the 80 or so the BBC have in stock by a producer with the public television station in Boston. Each is preceded by a half-hour introduction in which academics are questioned on the background and literary significance of the play.

Dr Martin Chamberlain, Dean of the extension college at San Diego, emphasized that the television element is not part of the academic content; it is simply the stimulus to arouse interest. The course can be used in any way by the participating college.

The cost of the television presentation has been underwritten by Mobil Oil and, by a grant from

the National Endowment for the Humanities, who will finance research into the impact of the plays. Dr Chamberlain believes that the potential of television-linked courses can also be made available to people who have not formally enrolled in any college—only just beginning to be realized. He would like an exchange of such courses throughout the English-speaking world.

A local public broadcasting station in Los Angeles now plans to make an American series, *The Adams Chronicles*, 1750 to 1900, on which a credit course in history can be based. As with the two British series, the programmes are developed principally as entertainment and the academic course is constructed later.

All American educational television is carried by the Public Broadcasting Service, who originally began as a series of locally based stations offering educational courses to their neighbourhoods. Recently the quality of programmes has deteriorated to such an extent that more people now watch PBS, who, unaffected by advertisements, are able to carry high quality programmes that do not have mass appeal.

Public broadcasting stations—there are about 256—belong to a national federation, but can make their own choice from a national pool of programmes they wish. Some stations are run and owned by schools or universities. They are financed in all kinds of ways, but only the largest and richest can make a series as ambitious as the *Classical Theatre*. To do so they must find a sponsor or arrange syndication in advance with other public broadcasting stations.

The United States does not have a real equivalent of the Open University series. In particular Dr Jacob Bronowski's *Ascent of Man* has stimulated interest in greater use of television courses.

Jewish festival

The Jewish festival of Chanukah takes place at the end of December. To foster understanding of it and to explain the difference between this and other festivals, including Christmas with which it nearly coincides, the Jewish Education Bureau have published a leaflet which is available free of charge to teachers and students of religious education. The leaflet explains why the festival is celebrated and how and includes a list of books and audio-visual aids.

Jewish Education Bureau, Sinai Synagogue, Roman Avenue, Leeds.

Wall space

Lawtons of Liverpool are producing Flipchart wall tids for use in the classroom. With green or yellow polypropylene pockets of A4 or A5 sizes, the wall tids can hold books, reading cards, sheet music, newspapers. They are tough and washable and cost £5 and £6.

Lawtons of Liverpool Ltd., 60 Vauxhall Road, Liverpool L69 3AU. Contact the stationery and filing equipment division.

In future all educational material from BP will be obtainable from their new distribution centre at Thorpe Arch, Yorkshire. BP Estate, West Yorkshire, is to be the new centre is needed to cope with the increasing demand for their educational productions on the oil and chemical industry.

Global Energy Resources and Industrial Processes for the Chemical Industry, a decisions pack, sixth forms, North Sea Challenge. This deals with the construction, conservation and planning difficulties associated with the extraction of North Sea oil.

BP Educational Service stocks include: filmstrips, tapes, multimedia packs, wallcharts and booklets. Catalogues free on request.

Not so plain either

Ann Risman

Edited by Michael Vaughan-Chutfield, Canbury Publishing, Burnard's Inn, Holborn, London, EC1N 2JR. Available on subscription only.

Initiatives in adult literacy are always welcome. Publications aimed at providing the beginning reader with stimulating material are desperately needed. Can we, therefore, be very critical of new (often experimental) offerings? I would argue that as each month of the adult literacy campaign goes by, it becomes more, not less important to ensure that the reading needs of illiterate adults are met by resources of the highest quality.

So we come to *Plain Speaking*, which describes itself as the magazine to help you read better. Claiming to be a teaching magazine, it asks me to commit myself to a monthly subscription after having viewed the specimen copy. It says a new scheme of work books and reading books will follow and promises to appeal to those adults with a low reading capacity (does he mean ability or potential?) because it will entertain, inform, encourage vocabulary development and reading and writing skills and will develop the will to learn.

These are brave claims for any new publication, particularly when they are said to herald a "whole new concept in remedial teaching".

Just what that "whole new concept" is and how these claims will be borne out in practice is not clear. As a teaching magazine, it can presumably be used with a variety of students rather than for direct student reading. Perhaps that thought underlies the wildly fluctuating reading level, the juxtaposition of word building with advanced interest sections and the

apparently random scattering of exercises in spelling, letter identification, and sentence building.

It is difficult to see what long-term organization and development structure has been envisaged. I am mystified, too, as to why the pages have not been numbered. Since tutors keep reading records and these usually take account of pagination the magazine will not readily recommend itself to the point to group tutors and their trainees.

Here are one or two concrete examples of inconsistency. The inside cover aims apparently to teach the letter "a" to the best level student, yet two different types and shapes of "a" (Greek and Roman) are offered, one as the reinforcement of the other. The type style is generally too small to trace and the illustrations are ambiguous.

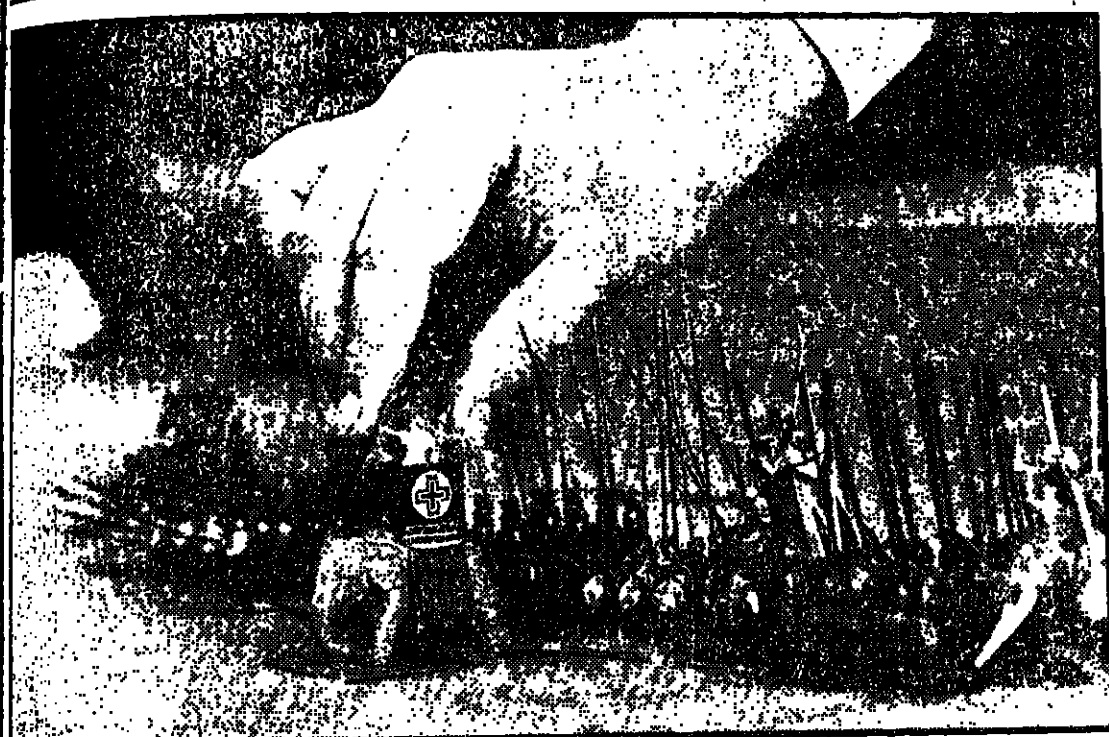
It is doubtful, for instance, whether a student could recognize the sketch of a boy yawning and stretching. I question too the policy of providing five picture clues to "a" in the initial position (presumably linked to its simple phonetic sound). Then, as reinforcement, asking the student to pick out letter "a" in a medial position from a jumble of words in closely spaced commercial prose.

Further irritations follow on the next page where bird dung (sewage) and ice cream find themselves side by side. The text is written at an advanced level of phonetic difficulty and the line is curiously and irregularly spaced. Little of the material would suit mature intermediate level students.

Plain speaking is needed about *Plain Speaking*. It seems to have been put together with little regard for appreciation of teaching skills or learning needs. Voluntary tutors might wish to see in this publication an answer to their search for basic material; active publicity campaign to promote this magazine already have had some influence. However, I regret that I am unable to recommend it.

EXTRA

Hobbies and handicrafts for all ages



A sort of early tank, an elephant from the forces used by Alexander's successors from 300-250 BC, deployed by the author of the article below, advances into the field of battle.

'Chess with 1,000 pieces'

Conflict without horror. R. B. Nelson describes the fascination and infinite variety of wargames, which simulate not only the fortunes of the field and the high seas, but the human psychology of warfare as well

Recent day wargames have as anpara. 25mm figures (1 in high) are commonest, but smaller scales, down to 5mm or 1/300, are also employed. The latter scale is particularly popular in simulating modern armoured warfare. Naval wargames usually represent one ship by one model, but on a scale down to as little as 1/4,800, and even at this tiny scale the proper gunnery distance for battles from 1914 onwards can be 10 feet.

The figures used are either metal or plastic, and the cost of an army can be as little as £2.00, if unpainted plastic figures are bought. The range of available metal figures from various specialist manufacturers is immense.

The success of a wargame depends upon the rules used. These are normally a published set, of which there are often several available for a given period, but especially keen or exacting players will create their own. The rules must be sufficiently concise and simple to make a good game, while including enough detail to give a realistic result. One sword and sorcery set includes such detail as the time taken for a dragon to digest an elephant, and the procedure for turning a black magician into a frog. A medieval siege set informs us that "Women and bishops have no value in a mêlée".

All rules will cover such factors as the type and number of forces available, how far they may move in a given period of time, their protection and offensive capabilities, and their reaction to casualties, success or failure. All random factors, such as the effects of shooting on hand to hand combat and morale, are normally determined by dice. Reimbursement of special types of dice for particular circumstances, such as average and percentage dice.

These details may make what is basically a simple procedure soundly over-complex, as most wargames are simple to play and give a realistic simulation of battle. Where they have become particularly successful recently is in reproducing human reactions. War-games troops do not fight to the last man (unless they are Japanese or English housecats), and are quite capable of forgetting their orders, leaving the field or some-

times changing sides, to the discomfiture of their general. Wargames clubs now exist in most parts of the country, and welcome anyone interested in the hobby. Alternatively, anyone thinking of taking up the hobby can subscribe to one of the specialist magazines devoted to military modelling or wargaming to learn the basics of the game and make contact with other enthusiasts.

The figures used are either metal or plastic, and the cost of an army can be as little as £2.00, if unpainted plastic figures are bought. The range of available metal figures from various specialist manufacturers is immense.

The success of a wargame depends upon the rules used. These are normally a published set, of which there are often several available for a given period, but especially keen or exacting players will create their own. The rules must be sufficiently concise and simple to make a good game, while including enough detail to give a realistic result. One sword and sorcery set includes such detail as the time taken for a dragon to digest an elephant, and the procedure for turning a black magician into a frog. A medieval siege set informs us that "Women and bishops have no value in a mêlée".

All rules will cover such factors as the type and number of forces available, how far they may move in a given period of time, their protection and offensive capabilities, and their reaction to casualties, success or failure. All random factors, such as the effects of shooting on hand to hand combat and morale, are normally determined by dice. Reimbursement of special types of dice for particular circumstances, such as average and percentage dice.

These details may make what is basically a simple procedure soundly over-complex, as most wargames are simple to play and give a realistic simulation of battle. Where they have become particularly successful recently is in reproducing human reactions. War-games troops do not fight to the last man (unless they are Japanese or English housecats), and are quite capable of forgetting their orders, leaving the field or some-

Family Saturdays

Morley College courses for parents and children to follow together, described by Anna Sproule

British education's ultimate in vertical grouping was pioneered, not in an ultra-progressive infant school, but at the other end of the educational age-range. At Morley College of Adult Education, London, seven-year-olds are making music or puppets, learning German and studying the stars alongside their parents—and have been doing so for some time.

Both parents and children are following the college's Saturday courses for the whole family. The choices are varied: art (which includes jewelry-making); music ("previous skills unnecessary but useful"); pottery; puppetry; astronomy (the college has its own planetarium); and languages. The fundamental aim is, quite simply, enjoyment.

In the puppetry class, young children would hawksaws with as much upbraid as their elders. Problems are analysed, then solved. "I don't have any scissors," says one angel-faced infant. But there's no point in waiting for the course tutor, who is helping his father—or somebody's father—to construct a wobbly plastic monster. The five-year-old frowns at the material he is holding, flexes his muscles, and rips.

The children in the German class show similar confidence. Six weeks—six Saturday mornings—have taught one boy enough to give a detailed description of what he had for breakfast. His vocabulary runs to the German for peanut butter; his accent is rather better than his mother's.

What he and his contemporaries do not have, however, is her stamping in the language laboratory at the end of the room, the children break off for a sing-up. And the whole thing has been so successful

that not only has a French course been added to the college's "family list", but last year's German students have asked for—and got—a second-year course programme.

The choice of German, rather than French, for the first of the family language courses was deliberate. "I wanted all the students to start from scratch," says Mr Raymond Rivers, Morley's vice-principal and mastermind of its family activities programme. So, too, was the idea of doing "family language" in the first place. "If mum wants to listen to her practising at home; and, if children are doing it at school, parents don't find much fun in hearing them practice either. But, if you've got the whole family doing it, with everybody able to practise together, it seems an absolutely ideal way of learning a language."

But the origins of the family course system are, by contrast, rooted in happy accident. Seven years ago, Morley began to organize Saturday morning concerts for parents and children; "and," says Mr Rivers, "I began after two years to notice that the families who came regularly were becoming a wobbly friendly with each other. I also felt that there was going to come a time when they wanted something more, so I decided to try some family music-making—it was the obvious choice—and family art..."

Three tutors are now needed for the art course, and the pottery sessions are booked to capacity. (A "few more" students could be squeezed into the other courses, if need be.) For families as far apart as Pinner and Guildford, Morley Saturdays have become an institution. As one housewife comments: "This is the sort of thing that we know we ought to be doing with our children—but, by ourselves, we don't get round to it."

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Craft courses at West Dean

An ideal setting for recreational and professional training in some traditional skills which are in danger of extinction. By Adeline Hartcup



The flint Wyatt mansion, set in some of the most beautiful country in the south of England, which provides the college with accommodation many first-class hotels might envy.

The teaching of crafts—over 100 different ones in the first 20 months of its existence—at West Dean College, in Sussex, shines like a good deed in a mass-produced world. And all because a fine Wyatt house, surrounded by gardens and 6,000 acres of wood and farmland, happened to belong to an enlightened and generous man, Edward James, who in 1964 gave them to the educational trust he had established for the fostering and teaching of traditional crafts.

It was a rare opportunity, imaginatively grasped and developed. The college started in October, 1971, and is open throughout the year, except for a week at Christmas. It claims to be unique in providing first-class craft teaching in a gracious country-house setting. I reached my bedroom—as Edward VII once reached his, a few doors away—up the portrait and tapestry-hung staircase and past an old German dolls' house and a case of stuffed birds on the landing.

A covered swimming-pool in the garden, newspapers and a bar in the Great Oak Hall, books about art and the crafts in the magnificent old library, and excellent food in the dining-room provide the setting for the craft courses. The workshop area is the old stable yard, now roofed over with Perspex, while smaller working areas are in the old loose-boxes and stalls, with some in the house itself.

The craft teaching takes two main forms. Short courses for amateurs are planned to last a weekend, or five, seven or 10 days. Supervised by visiting tutors from all over the country, they are open to anyone above school-leaving age, and students have in fact varied in age from 16 to 87. Many have been complete newcomers to the craft of their choice. Members are encouraged to stay in the college as far as to enjoy contacts with other students outside workshop hours. Day students are also welcome, and many of these have been people living in the neighbourhood.

Most popular among the short courses have been silver-smithing, picture frame-making, pottery, tile printing, ceramic repair, pressed flower art, bookbinding, wood-carving, weaving and wrought-iron smithing. (The blacksmith's forge has been in steady demand—both from amateurs and from craftsmen eager to set up their own shop.) This year's programme, although varied, is restricted to arts and crafts, whereas in 1973, archery and small boat navigation were two over-subscribed courses.

Many of the short-course crafts would be hard to learn elsewhere. Lessons in making corn dollies, coiled furniture and bobbin lace, in Chinese brush painting, quilting and glass engraving by diamond point are not easy to come by. James and Rebecca Wyatt's fine Gothic flintwork house is the right place for the "popular" course of flint-walling and knapping. Recently one of these courses was taken by three women and six men, one of whom was an American who had



Repairing marquetry in the Perspex-covered stable yard, now the college's extensive, well-heated workshop.

come to England solely for the West Dean course. Another was an architect, and two were women who worked as guides at nearby Goodwood House, and who wanted to repair their own cottages. The course divided into three mixed teams who practised their flint-laying and knapping by working on parts of the estate wall in West Dean village.

Successful and varied as the short courses are, the college's main aim remains the one-year courses at professional level, for students or craftsmen who want to increase their specialist skill. This year's professional courses are the conservation of old furniture, the restoration of clocks and tapestry weaving.

The conservation courses have been designed to meet the national shortage of craftsmen skilled in restoration. The first to be launched was the furniture course, by Miss Evelyn-Louise Svensson, in collaboration with the British Antique Dealers' Association. This year's group is tutored by a young French cabinet-maker and restorer, Claude Lebrun. Its 13 members were chosen by a panel of college and BADA interviewers from some 200 applicants. Some are recently trained, several are ex-service people aiming at a new career.

One is a builder who wants to specialize in restoration and cabinet-making. Because he is self-employed, he is not eligible for a grant, but having he has a family he has still managed to make a year off and to find the £1,125 for fees. He counts both time and money well spent. Many of the others get a full grant to cover fees, keep and subsistence for the year.

The furniture workshop is an impressive place. Each member works on his own piece, which the tutor occasionally uses as a demonstration to the class. There is a close link with the Victoria and Albert Museum — a West Dean student is now on the staff there — and last year's class collaborated on the restoration of a fine German cabinet from the national collection. Pieces are also restored for BADA members and other owners.

The clock restoration course, also run in partnership with the BADA, started in November 1974, and there is nothing anywhere to compare with it. The 10 members—aged

between 18 and 58—include one who has given up good jobs to learn a trade they feel will be more satisfying, as well as one American who found it impossible to get the training he needed in the United States, and one student from Holland.

The syllabus includes theory from sundials 700 years old to modern restoration, with visits to commercial workshops and grounding in general working practices. Tutored by Ronald Hoar, the course is supported by the Company of Clockmakers and the Horological Institute's examinations.

The tapestry weaving course is the only one-year group not concerned with restoration. It is in fact, the slightly restless distinction of being a creative two-year course. The class (one man and five from overseas) started by studying traditional tapestry-weaving techniques. Then each copied an existing tapestry in detail. They go on to design their own piece, do the necessary dyeing and weaving, and weave their own work.

Halfway between the amateur and professional groups are specialized holiday courses, planned to give teachers the chance of working with professional craftsmen. Accommodation is also provided for conferences and some courses.

Of course the college would not work out financially without the backing of the Edward James Foundation. The short courses cost £16.80 for a resident course, £40.20 for five days, and £200 for 10 days. Craft teachers get no education authority grants for the term weekend courses. The college has recently received the recognition from the Department of Education and Science. The surroundings and content of the college attract many people to take a course instead of a day. There is a special situation in returning from an evening weekend with something new to take a course instead of a day. And after all, recreation are very much the same word.

The lure of buried treasure

Dr Grant Simpson, Department of History, University of Aberdeen, writes on the appeal of archaeology—and its pitfalls

In the summer of 1958 an unpretentious archaeological excavation was under way on a small northern Scottish island. One of the team of diggers, a local schoolboy, decided to carry on with work in his trench over the lunch hour. He uncovered the St Ninian's Isle Treasure, one of the finest hoards of Dark Age metalwork found in Britain.

Exciting incidents are one of the reasons for the popularity of archaeology as a hobby for children and adults. The lure of buried treasure is strong and the thrill of "finding something" is real, even when the object is not a gold goblet studded with diamonds. I remember the ecstatic expression of a young American oil-wife, a volunteer on an urban rescue dig in Aberdeen, when her careful travelling revealed a fourteenth-century bone dice—tiny and perfect.

But spectacular discoveries are rare and the appeal of archaeology has other aspects. Physical objects which once formed part of the daily lives of ordinary people can have a freshness of interest for all of us, even the totally unimaginationist. This is where archaeology can give to young people a valuable

approach to understanding the past. A sense of time-scale is slow to develop and for a child who puts Boudicca and Queen Victoria in the same pigeonhole (and cares little about either) a prehistoric pottery fragment or a midden-bone may suddenly prove to be a revelation.

To take part in an excavation is the most obvious way of becoming involved. But what should the beginner expect and how can a teacher help to create useful diggers? The thrill of discovery is the starting point, but excavation must be disciplined. Hordes of children "howling" more or less at will can only ruin a site. A good director and his site assistants will expect hard work and cooperation and they possess specialist sanctions for dealing with the unruly: an afternoon digging alone in a trench full of clay at the far edge of the site can have a sobering effect.

Enthusiasm for archaeology may develop early, but for practical reasons children should not normally be encouraged to dig until the age of about 16. The work is tiring, requiring sustained effort which younger children cannot produce, and there are inevitable stretches of boredom which demand reserves of patience which demand 10 days shifting boulders from a

large prehistoric cairn and found nothing!

But for pupils from about 11 upwards archaeological background can be incorporated, not merely in a history curriculum but also in environmental studies. The subject demands visual aids and visits can also be arranged to excavations in progress and to museums. There are still some old-fashioned museums which exude a dry-as-dust atmosphere, but a good museum will offer high standards of display and a lively education or schools liaison officer.

In these ways an interested teacher can offer information and stimulus. But he should hold his own enthusiasm in check before rushing to excavate a site, using his pupils as mini-navvies. Directing an excavation is a technical, complex and responsible task. All excavation is destruction and every professional archaeologist knows he has only one opportunity to grasp the correct interpretation of his site. The chances that an amateur excavator can do so are nil.

If teachers may sometimes have to be "warned off", it is also true that some archaeologists may have to be pressed to abandon out-of-date attitudes. The adult volunteer digger has for long been accepted as a

vital feature of excavation in Britain, but the profession has been slower to use older children. They require more thoughtful control and it is easy, for example, for an academic-style director, especially if worried by the difficulties of his site, to forget to explain regularly to his troops the general features of the constantly changing battlefield.

Fortunately it is more common to find archaeologists, in Britain, who are more open to encouraging youthful amateurs. The eager radicals of RESCUE, who have done much to enlighten British archaeology, run a valuable body called "Young Rescue" and any teenager anxious to pursue archaeology as a hobby should start by joining this. (Information from Kate Pretty, New Hall, Cambridge.)

At a recent school-university conference in Aberdeen, 100 senior pupils were asked to state their intended profession: 24 wanted to be archaeologists. The energy of youth is waiting to be harnessed and it is particularly sad to record that Scottish archaeology, for all its proud traditions, has been generally slow to organize the widespread training and use of young people. Some of them, after all, will be the archaeologists of tomorrow.



Cleaning up a find

Using up off-cuts

Allan A. Edlund expounds the virtues of a plastic foam that lends itself to many purposes

In these days materials for craft and art work are becoming increasingly expensive and the money available for them proportionately less. But for a long time many teachers have had one way of obtaining materials at little or no cost. There are books telling us of the uses to which "found" or "waste" materials can be put in art or craft rooms. Unfortunately it is often the case that the "off-cut" material which appears attractive for our own classes' use, and is apparently obtainable, usually at no cost, from an obliging factory in the author's locality, is not to be had from any other source. BTR Leyland Industries are manufacturers of just such a material.

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A large chart accompanying the pack gives suggestions and advice on the uses of the foam. It can be very easily cut with craft saws and knives, and shaped with Surform-type tools, files and sanders, although the dust produced is fine and the wearing of masks would be a sensible precaution.

Plasticell is probably best used as a core material for it can be roughly shaped, surfaced with Polyfilla, plaster of Paris, various craft clays or resin materials, then worked and painted.

The storage of plastic materials can be difficult because of fire risk, but Plasticell does not support combustion. However, neat forming, though possible, should not be undertaken without the manufacturer's advice.

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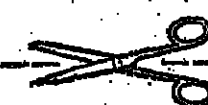
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Clues for outdoor sleuths

by Alison Ross

If man was being carefully scrutinized, without knowing anything about it, by a superior animal, how easy he would be in many states of so-called civilization to follow and study. His litter from food remains, from smoking, from drinking from driving and even from his sexual pleasures, would frequently give away his presence or the fact that he had recently been present.

His footprints and tyreprints would show up clearly in some surroundings, even though he may have felt that no one could guess where he had been. Of course, the police are able, when necessary, to use all these means of locating anyone they wish to consult by following such clues. They also employ tracker-dogs to augment their own sense of scent and metal-detectors to help them in their serious occupation of tracking.

Naturalists at various stages of observation-development have less on, for wild animals, like hunted men, are careful about their tracks. Their lives often depend on their ability to come and go secretly, but they, too, without realizing it, leave enough signs, or clues, behind them to enable

Some footprint trails by Alison Ross for her book *Tracking Animals* (Basil Blackwell, 1971). Above: fox. Top right: trails left in wet sand by (from left to right): man, woman, huge dog and child. Lower right (from top to bottom): common shrew (sometimes shows tail-drag); field vole, field mouse.

us to discover plenty about their habits.

This is a good thing, particularly in mammal study, for the creatures themselves are difficult to see. Although wild deer, foxes, rabbits, hares and voles may be out feeding during the day, they quickly move off if they hear or see people. The nocturnal animals, badgers, otters and dormice are even less easy to observe.

It is still possible to learn a great deal about animals' lives by looking out for signs and clues as to their presence and their occupations. Some are less tidy than others, foxes, for example, probably being high on the list of litter-leavers, and even the elusive mink gives itself away frequently by its habit of wholesale destruction or by the series of cat-toe-like footprints.

Other less untidy animals frequently leave gnawed cones, nuts, fungi, or chewed or incised tree bark behind them, as well as hairs from their coats. Most of all, without any doubt, is learnt from being able to distinguish the footprints.

Man, on the whole, except in the summer on the shore, wears shoes. So do horses and ponies which are also shod to protect their feet. But other animals and all birds leave distinctive footprints and trails.

Learning to recognize these can be the beginning of a lifetime interest in wildlife which can be carried on anywhere.

Tracking by footprints depends on there being suitable surfaces available to register impressions. This need not only be confined to rural districts, as fine mud left as puddles dry on hard surfaces records good impressions of light animals. So does some sand, as long as it is not too dry. Snow, of course, is excellent and winter is often the best season in which to start a course on tracking.

Sketches of solitary footprints, or patterns of trails where possible, can be kept as records of sightings of strange marks; even better are casts made of them by mixing plaster of Paris in clean water until it is smooth and the consistency of good cream and then pouring it gently into the footprint. It sets in 10 to 15 minutes and can be lifted out and taken home.

When the cast is dry it can be cleaned up and used to make a life-like footprint in modelling material, which in its turn can be mocked up to look as if it is in natural surroundings by the addition of a few light scatterings of surrounding soil, sand, dead leaves, etc.

Kits—bad and good

by Daniel China

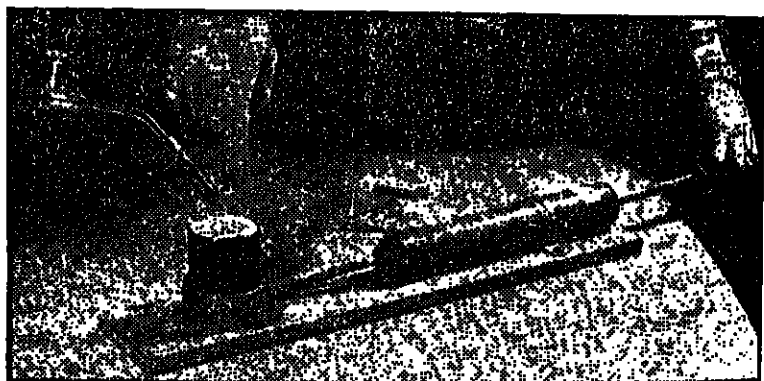
Macramé is not a particularly new craft, nor is a length of string a new craft material, however, put them together with a lot of packaging and three beads and you have a macramé kit for beginners, and that is new. But craft kits, like convenience foods, are a mixed blessing. Children can now get involved with glasscraft ("decorative, profitable, creative"), castcraft, plasticraft, stonecraft, candlecraft, enamellcraft, hobbicraft, chesscraft, coppercraft ("creative, decorative, educational") to name but a few. Some of these activities, such as candlemaking and enamelling, are already well established in school, and these kits can be invaluable to teachers wishing to sample a new technique before introducing it into the classroom.

Of the kits seeking to introduce new materials and techniques into the hobbies/handicrafts market, many are concerned with the process of casting in one form or another. For instance, encasing dead sea-horses in clear plastic resin. One manufacturer has a resin which simulates metal. They also include ready-made moulds, so that if the kit is used correctly, the child can get an exact replica of the plaque featured on the box lid.

This reduction of crafts into purely mechanical processes is one of the most disappointing aspects of some of the kits. If there is no scope to develop something new and exciting, it is unlikely to prove worthwhile. Another kit, dealing with etching on copper plate, supplies pictures of chubby little girls on equally chubby ponies to be copied on to the copper, thus reducing a potentially exciting medium to something only a little more complicated than using tracing paper. One sympathizes with the manufacturer who has to virtually guarantee an acceptable finished article in order to justify the existence of their products. Nevertheless, in making the process foolproof in some cases they have also made it pointless.

However, there are a great number of other new developments in the rapidly expanding handicrafts/hobbies market of which I will only mention two because they both seem to have something valuable to offer teachers.

Brickmaster is a complete miniature building system, starting with



Vacuum assisted lost wax equipment, from Barret's of Croydon.

trays of brick moulds for making the bricks, or brick, finishing with window and door frames to complete the building. Baleswood Joists are used for completing the ceilings and roofs.

In the middle school this could provide the raw materials for some really exciting project work involving a variety of manipulative and intellectual skills, from designing, planning and ordering materials for the proposed structure, to decorating, furnishing and populating the finished building.

Lost wax casting is again not a new process; it has been used by sculptors and jewellers for at least 5,000 years. On a large scale it is technically complicated. However, for small items, such as rings and small pieces of jewellery, it is an interesting and not too difficult process to master in school. The desired shape is first

modelled in wax and covered in a heat-resistant plaster. This is then heated steadily in a small kiln, such as might be used for enamelling, until all the wax has vaporized, leaving a negative mould into which is poured the molten metal. Barretts, a small Croydon firm, specializing in vacuum assisted lost wax casting equipment, sell a complete range of equipment designed with schools in mind. It is on the whole inexpensive to buy and safe to use. Even with silver the running costs are low because relatively small amounts are used. The other consumable materials, wax and plaster, are both cheap. The potential of *cire perdue* work as a new creative medium in both art and craft departments has yet to be realized. Barretts (290 Lower Addiscombe Road, Croydon) seem to have made this a viable proposition.

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TALKBACK

One school's English teachers
discuss their
policy with other departments

Talking to each other

This is an extract from a tape of a staff meeting held at a boys' comprehensive school in an inner city area. The school has 900 pupils and a staff of around 60. The English department had invited the rest of the staff to question it about the philosophy, policy and practice of English teaching at the school, and to raise any questions about the way in which the subject impinged on their own.

Peter (history teacher): Could you make a statement outlining what you consider to be the role of the English department in the school, and how you're trying to fulfil this role?

Michael (head of English): Well I could certainly attempt to do that. The English department has, for me anyway, been growing closer together, and we meet every three weeks and we're getting to the point where we seem to be united on our ideas of what we're trying to do, and how we're trying to do it.

So I suppose I now get to your point. I can state it in broadly educational terms, and you may think I'm right, but your practice as surviving teachers in the classroom doesn't match up to it, and of course it's all right for him, he may practice what he preaches, we can't say for all of them. This is another thing I've heard said, and I'm not all trying to do. Have I come near because, for example, I preach that I don't believe in caning children, and yet as probably most of you know, I've thumped a good few in my time in order to get the kind of standards of behaviour and mutual respect that some teachers require out of theirs. Now that might be a lack of cohesion between theory and practice.

I want myself, and I think other people want as well (they could go on and make statements in this way), but I want other people to talk as well as "us", the children to be practised in three kinds of writing. I'm using the London Institute of Education's categories.

In expressive writing I want them to be able to say honestly and clearly, and fluently things which have happened to them, what their personal way of seeing the world is, small group discussion. I want them to be able to sift, analyse, research, which are the kind of things that I think most of us in our subjects want them to be able to do, and I'm calling that transactional writing.

I want them to be able to read something, relate to it, understand it, talk about it, so I want critical writing. I want them to be able to speculate, discuss and argue in writing, and that's difficult as well, and I would want all those, the critical and the analytical and the factual, all together in one category and call it transactional.

I also want them to be able to be fluent in, and to have practised, various forms of writing that I call imaginative writing or poetical writing, where they're using story and poetry and play forms to create situations which they are exploring imaginatively in order to come to terms with them. I want them to be fluent and confident so I want to do a lot of oral work.

I certainly want them to be able to spell and punctuate as perfectly as I can get them to be able to do, because those are still two vital things. I find the way through to getting a child to want to spell and punctuate is by creating a sense of a wider audience, creating a pride in his own work and creating a feeling of achievement and a desire to get the thing better, and that generally comes through writing a great story or a



A different staff meeting—this time at a Hillingdon secondary school.

great poem, so I can say "That's really marvellous, I'd like that to be typed out. I don't think the secretary could read it the way you've written it though, can we have a fair copy? If you set it out like this, it will look more like a book", and so on.

So I think, in broad general terms, I want to do all those splendid things. Finding the methods of doing it, as a department and as individuals, are things that we've got to sort out there, which people go out and find and walk through and leave behind them. Now as you know, on a moment's thought this isn't true, it doesn't even fit a commonsense description. It's an important point. It was Peter who said something about experience is nothing until it has been assimilated into yourself by thinking about it, using it.

The point is that they have a certain range of abilities, knowledge, skills, ignorance and so on. Now as soon as you start to teach them, they will be interpreted differently by all of them, and if you get them to think consciously about something, they will have to draw on experience in a sense—do you see what I'm getting at?

It would be absolutely meaningless if they had nothing at all, and when we talk about impoverished experience we tend to think that the child is coming along to this school in this area with a small package of it and is only going to get a certain amount of the story. That isn't so, he'll get everything he can, and you don't really know what he's getting out of it.

Denis's question invites one to think rapidly "My goodness, what villages have I taken them to, what films have I taken them to, what facts exciting could miners at work have I taken them to see" and the answer is obviously very little, and yet I don't feel that because the answer is very little that one is not necessarily giving them, about building on their own experience, a little bit of a wall goes

up. You're plying a bit too close into things that are quite often painful, and when you say "Let's have a look at something exotic for a change", they say "Yes, please", so I can see the point you're making.

Margaret (geography teacher): But isn't the fantasy building up on something that they've got already? Barry (English teacher): When people talk as much as we've been talking you get a sense of experience, a sense of something out there, which people go out and find and walk through and leave behind them. Now as you know, on a moment's thought this isn't true, it doesn't even fit a commonsense description. It's an important point. It was Peter who said something about experience is nothing until it has been assimilated into yourself by thinking about it, using it.

Most of the experiences that exist in literature have already been experienced in some sense by a child of five. They've already known terror, they've already known joy, they've already known deprivation, they've already known jealousy, and so on, whatever the level of literature is available and present and known to a child of almost any age, as Barry has implied. There is nothing strange about the most serious things in literature to a very small child, provided you can find his terms.

One of the things which English teaching and literature can do is to show them: "You are like others, in your interests, that is you share things that they also feel privately, and you don't have to clump down and pretend it didn't happen or clump down and pretend that there's something peculiar about you, you're unique but you are like the others."

So there is both a development of new interests and a development of recognition and sharing, going on in English teaching, in English work. Now it seems to me that the problems come, and the difficulties come, because of the gulfs between what the children actually are when they're there in the room, and what they come into

school, and what you are. Many of the objections to our English department are objections to the temperament and style of the people rather than to their theory.

Now for example, Ann has spoken of the childlike simplicities of those 11-year-olds coming into the school, and when you've realized it, it's obvious and it's vital to work through those childlike simplicities. What the English teachers tend to be, however hard they try not to be, is highly sophisticated, highly analytical, highly aware on quite different levels from the children's levels, also socially analytical in ways that may be positively ruinous to the children. I think Ann also said that sometimes children don't want you to probe too far into their background, because they're a bit afraid of what you might see. The truth is that English teachers on the whole actually want to probe and feel they should, and that is where many of the gulfs come.

I mean that working in terms of literature, working in terms of experience and individual sensibilities, makes you want to become more aware of how other people work, more analytical of yourself, and you want other people to be the same. So there may be a strong tendency for English teachers to want children to know *consciously* what is going on in their minds, what their reactions are like to others, when in fact the children may be still needing to digest this in terms of their private selves through fairy stories, through fables, through simple tales, through all sorts of things, but not to have feelings analysed, not to have them discussed, because the analysis and discussion are sophisticated processes, satisfying to the English teacher but not right for the child.

Our English department, like most English departments, is composed of analytical, politically conscious, driving, a decent people, who possibly want and hope that the children will be free, self-controlled, ready to choose, ready to make decisions, ready to behave in various open ways, ready to behave in various sympathetic ways, when in fact, for a fair part of the time, the children need to be simple, and somehow private, and to be working through something more specific, more limited, than what the teacher longs for and desires.

I feel that one of the main problems is choosing your time and adapting, trying to do too much, too openly, too quickly, with a newly arrived whole class, when some of them may not be ready at all, I think it is really a matter of gulfs between time and place, child and adult, adult's temperament and style and child's temperament and style.

This extract is taken from the Council for Educational Technology's recently published *evaluation case study*, *The Staff Meeting*. In selecting the material for this study, the council were not concerned with the subject under discussion, but with the technique of operating a staff meeting. The case study does not include any expression of support or opposition to the educational philosophies expounded by the participants; it aims to promote discussion *about* the staff evaluation method portrayed, and its contribution to a systematic approach to course construction.

● The Aquarius programme mentioned in Malcolm Gervie's article on rock theatre in Ryhope School, Sunderland (Talkback, November 34) will now be shown on December 20 (December 23 in London).

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To find out more about Evans' art and craft list, send for a free catalogue from The Publishing Department, Evans, Montague House, Russell Square, London WC1B 5BX.



Headships

SIR JOHN CASS'S FOUNDATION C.E. PRIMARY SCHOOL.

St. James's Passage, Dukes Place EC3 5HF.
Group 4
Headteacher required, due to retirement, from Summer, 1976, term. Group 4 school, salary £4,794.55 (plus London Allowance of £35), situated in the City of London and in a building recently modernized and offering excellent working conditions. Candidates, preferably communicant members of the Church of England, should be in sympathy with the traditions of a long-established City school (founded 1710). Visitors welcomed by appointment. Scheme of assistance with cost of travel. Possibility of assistance with housing accommodation. Further details and application form can be obtained from the Correspondent to the Managers, E. S. Duller, Esq., Clerk to the Governors, Sir John Cass's Foundation, 31 Jewry Street, London EC3N 2BY (Tel. 01-480 5864, extn. 25), to whom they must be returned by January 7, 1976.

ST. THOMAS A BECKET SCHOOL.

Mutlins Road, Abbey Wood, SE2
Group 5
Applications are invited for the Headship of this Group 5 school which is in new buildings. Applicants should hold the Catholic Teachers Religious Certificate. Application forms are available from the Correspondent, Rev. F. O'Sullivan, 31 Abbey Grove, London SE2 8EU, and should be returned to him by 26th December, 1975.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING

APPOINTMENT

HEAD TEACHER POST

FAIRFIELD JUNIOR SCHOOL

Aycliffe Close, Stockton, Cleveland TS19 7PA

HEAD TEACHER (GROUP 6). Required for Easter, 1976, a suitably qualified and experienced teacher for the above school which serves an area of private and municipal housing in the western area of Stockton. The school, which was opened in 1959, is built on traditional lines and is located on the same site as the corresponding infant school.

(Closing date 19 December, 1975.)

Financial assistance with household removal expenses is available in approved cases.

Forms of application, obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, by the date shown above.

HAMPSHIRE

Primary & Middle School Headships

MID-HANTS AREA

Scantabout County Primary School

Scantabout, Gosport

Head Teacher required May, 1976 for this Group 4 school.

Application forms and further particulars are obtainable from the Area Education Officer, Southgate House, St. Swithun Street, Winchester (a foolscap stamped addressed envelope will be appreciated), to whom they should be returned by 15th December, 1975.

North West Area

Brighton Hill Area 6 Primary School

Brighton Way

Headship

Applications are invited from suitably qualified and experienced teachers for appointment as HEAD TEACHER of this Group 5 Primary School which will later become a Junior School when the complementary Infant School (not yet programmed) is built on the same site. The appointment will commence at the beginning of the Summer Term, 1976, when the school is to be opened. Salary: £5,184 to £5,808.

Further details and application forms are obtainable from the Area Education Officer, Sun Alliance House, 37-41 Wote Street, Basingstoke. Please submit a foolscap stamped addressed envelope and return all applications to this address by 17th December, 1975. Assistance with removal expenses in approved cases. Housing accommodation may be available.

SOUTHAMPTON AREA

HEADSHIP—BITTENE PARK MIDDLE SCHOOL

Group 7—£5,036-£5,660

Applications are invited for appointment to this post for May, 1976.

Since reorganization in 1970, the pattern of Primary Education in Southampton is First Schools for children aged 5-8, Middle Schools for pupils aged 8-12 and Primary Schools for pupils aged 5-12.

Further particulars and forms available from the Area Education Officer, Southampton Area Education Office, Arundel Towers, North, Portland Terrace, Southampton, SO9 4XE.

Closing date for applications: 17th December, 1975.

Assistance with removal expenses in approved cases.

PRIMARY HEADSHIPS

WAKEFIELD (City of)

METROPOLITAN DISTRICT

HEAD TEACHER (GROUP 4)

WAKEFIELD JUNIOR SCHOOL

WAKEFIELD

Applications are invited for the post of HEAD TEACHER for this Group 4 school, salary £4,794.55 (plus London Allowance of £35), situated in the City of London and in a building recently modernized and offering excellent working conditions. Candidates, preferably communicant members of the Church of England, should be in sympathy with the traditions of a long-established City school (founded 1710). Visitors welcomed by appointment. Scheme of assistance with cost of travel. Possibility of assistance with housing accommodation. Further details and application form can be obtained from the Correspondent to the Managers, E. S. Duller, Esq., Clerk to the Governors, Sir John Cass's Foundation, 31 Jewry Street, London EC3N 2BY (Tel. 01-480 5864, extn. 25), to whom they must be returned by January 7, 1976.

ST. THOMAS A BECKET SCHOOL.

Mutlins Road, Abbey Wood, SE2

Group 5

Applications are invited for the Headship of this Group 5 school which is in new buildings. Applicants should hold the Catholic Teachers Religious Certificate. Application forms are available from the Correspondent, Rev. F. O'Sullivan, 31 Abbey Grove, London SE2 8EU, and should be returned to him by 26th December, 1975.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING

APPOINTMENT

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(Closing date 19 December, 1975.)

Financial assistance with household removal expenses is available in approved cases.

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BENKSHIRE

WIMBORNE DISTRICT

WIMBORNE JUNIOR SCHOOL

Wimborne, Dorset

Applications are invited for the post of HEAD TEACHER for this Group 4 school, salary £4,794.55 (plus London Allowance of £35), situated in the City of London and in a building recently modernized and offering excellent working conditions. Candidates, preferably communicant members of the Church of England, should be in sympathy with the traditions of a long-established City school (founded 1710). Visitors welcomed by appointment. Scheme of assistance with cost of travel. Possibility of assistance with housing accommodation. Further details and application form can be obtained from the Correspondent to the Managers, E. S. Duller, Esq., Clerk to the Governors, Sir John Cass's Foundation, 31 Jewry Street, London EC3N 2BY (Tel. 01-480 5864, extn. 25), to whom they must be returned by January 7, 1976.

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Forms of application, obtainable from and returnable to the County Education Officer

Cheshire

Application forms (send see), unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, M.A.,
Director of Education.

HEADS AND DEPUTY HEADS

DEPUTY HEAD TEACHER
Norton Priory Comprehensive School
Castletide Avenue East, Castletide, Runcorn
Cheshire, WA7 2NT

11-12 Co-educational Comprehensive—1600 on roll. Group 12
Required for the commencement of the Summer Term, 1976. The present holder of the post has recently been appointed to a Headship.
Holding with housing 11 required.
Closing date for applications, Tuesday, 23rd December.

SCALE 1 POSTS

METWORK
The Heath County Secondary School
Clifton Road, Runcorn, Cheshire

Group 10 Mixed. Required as soon as possible. The new comprehensive Design Centre provides excellent facilities for a modern approach to be made in the teaching of all Craft subjects. This could be a Scale post for a suitably experienced candidate.

SPECIAL

QUALIFIED TEACHER
Crewe and Northwich District
Secondary Unit, West Street, Crewe

Scale 1 plus Special Schools Allowance. Newly formed Unit for children of secondary age experiencing emotional and behavioural difficulties.
Further information from Mr. D. Tipper (Telephone: Crewe 85681).
Application forms from District Education Officer, Delamare House, Delamare Street, Crewe (send s.e.c.).
Closing date December 19.

Junior (Sixth Form) Colleges

Scale 1 Posts

ESSEX

CHICHESTER COLLEGE
The College is seeking a Head of the Sixth Form, to be responsible for the overall running of the Sixth Form, to be responsible for the overall running of the Sixth Form, to be responsible for the overall running of the Sixth Form.

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City and East London College

Headquarters: Pitfield Street, London N1 6BX

Head of Department

Grade III

Applied Social Studies

£6,231-£7,023+£351 London Allowance

Applications are invited from people with a recognised qualification or practical experience in social work and/or education. The Department mounts courses for people employed in community care institutions or wishing to follow courses leading to job opportunities in social/community work.

Senior Lecturers

£5,031-£5,955+£351 London Allowance

Department of Engineering

A Senior Lecturer is required to lead the telecommunications section of the department. Candidates are expected to have had good practical experience in telephony or telegraphy or line transmission, and to be able to teach one or more of these subjects to T4 level.

Extra-Departmental Post

A Senior Lecturer is required to lead a team of 12 lecturers (Grade II). The successful candidate will be directly responsible to the Principal for the development of the work throughout the College. This vacancy is due to the promotion of the present holder of the post to another college as Head of Department. Much of the work now designated Appendix II has been of particular concern to the College over a number of years and the appointee would be required to support and extend this work as well as continuing the process of defining student needs, devising curriculum programmes and staff training to meet the needs.

Further details and application forms obtainable from the Principal's Secretary, City and East London College, Pitfield Street, London N1 6BX (01-253 6883). Closing date: 13th December, 1975.

BRADFORD COLLEGE

Applications are invited from suitably qualified persons for the following posts:

LECTURER 1 in English

within the School of Business and Social Studies. It is expected that candidates will hold a degree in English or with English as a major subject, and preferably a teaching qualification. The successful applicant will teach English and Communications to a wide variety of students on courses in business studies, secretarial studies, and public administration.

LECTURER 1 in English as a Second Language

within the School of Combined Studies. Candidates should have appropriate experience in the teaching of English as a foreign language. The successful applicant will join a team of tutors in the teaching of English to students from abroad, from beginners level to Cambridge first certificate standard.

LECTURER 1 in General Studies (2 posts)

within the School of Technology and Design. Experience in the teaching of Communication Studies would be an advantage.

LECTURER 1 in Mathematics

within the School of Combined Studies. Candidates should have appropriate experience in the teaching of Mathematics. The primary duties of the successful applicant will be in the teaching of students taking GCE courses at Ordinary and Advanced level.

Salary Scale for the above vacancies £2,469-£4,377

SENIOR LECTURER in Early Childhood Education

within the School of Education. Candidates will have preferably a higher degree in an aspect of early childhood education, with a special interest in language development and/or the education of immigrants. The successful applicant will teach mainly B.Ed., Certificate and In-Service courses, and will be expected to contribute to the development of new programmes.

Salary scale £2,469-£5,955

HALL MANAGER—Resident

Duties to commence January 1st or as soon thereafter as possible.

This post is a new one, and the person appointed will be responsible for catering and residential facilities throughout the College.

The appointment will be in accordance with N.J.C. Conditions of Service, and the salary will be within the range of Principal Officer's Grade I (III), scale, £5,408-£6,067, with reductions for residential accommodation.

Application forms and further details of the above posts are available from:

Staffing Officer, Bradford College, Great Horton Road, Bradford, BD7 1AY.

and the completed forms should be returned within 14 days of the appearance of this advertisement.



MABEL FLETCHER TECHNICAL COLLEGE
SANDOWN ROAD, LIVERPOOL L15 4JB

(Tel. 051-733 7211)

DEPARTMENT OF LIBERAL STUDIES

LECTURER GRADE I IN AUDIO

VISUAL EDUCATION (MF/2/29)

£2,469 to £4,377

Applications are invited from those with a sound practical and theoretical knowledge of the use of audio visual technology to teach and develop courses in this important area of educational work. The College offers courses for Technicians (City and Guilds 736) and for lecturers and tutors. The successful applicant will assist with these and with the development of the College Media Resource Centre.

Application forms and for further particulars are available from the Principal to whom completed forms should be returned within 15 days of the appearance of this advertisement.

Gwent college of higher education
addysg uwch
Gwent

FACULTY OF SCIENCE AND TECHNOLOGY

LECTURER II IN CONSTRUCTION

SALARY £3279-£5493

An additional member of staff is required to teach on the following courses offered within the Faculty: Higher National Certificates in Building and Civil Engineering, and professional courses for IOB, IOS and RICS examinations.

The ability to offer Quantity Surveying would be desirable, together with one or more of the following subjects:

Building Technology and Management
Civil Engineering Construction
Building Services
Land Surveying

Some teaching experience would be an advantage but good professional/industrial experience is essential.

For further details and application forms apply to the Dean of Administration, Gwent College of Higher Education, All-yr-yfn Avenue, Newport, Gwent NP23 5XA, to be returned by 31st December, 1975.



Regional Council

Stevenson College of Further Education

SENIOR LECTURER IN

CRAFT MATHEMATICS

Applications for this post in the Department of Computation and Science should have industrial experience, substantial teaching experience in Further Education, hold a degree or equivalent qualification and have a special interest in, and knowledge of, teaching and curriculum development at Craft level with special reference to Engineering (Electrical) and Building Services subjects.

EsK Valley College

SENIOR LECTURER IN

SECRETARIAL STUDIES

In the Department of Commerce, responsible for Short hand, Typewriting, and Audio Typing to advanced secretarial standard in Full-time, TQPS, Block Release, Day Release and Evening courses.

Applicants should possess a degree or diploma in Commerce and have appropriate teaching experience. SALARIES: Senior Lecturer likely to be Senior Lecturer II, £5,048 to £6,012.

Further particulars and application forms returnable within 10 days of this advertisement are available from the:

Principal, Stevenson College of Further Education, Bankhead Avenue EH11 4DE.

Principal, EsK Valley College, Newbattle Road, DALKEITH EH22 8AE.

COLLEGES OF FURTHER EDUCATION continued

Other Appointments

AVON

EDUCATION COMMITTEE
TECHNICAL COLLEGE
SOMERSET ROAD, BRISTOL

Applications are invited for the following posts:

LECTURER GRADE I in AUDIO VISUAL EDUCATION (MF/2/29)

£2,469 to £4,377

Applications are invited from those with a sound practical and theoretical knowledge of the use of audio visual technology to teach and develop courses in this important area of educational work.

The College offers courses for Technicians (City and Guilds 736) and for lecturers and tutors. The successful applicant will assist with these and with the development of the College Media Resource Centre.

Application forms and for further particulars are available from the Principal to whom completed forms should be returned within 15 days of the appearance of this advertisement.

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CLEVELAND

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ART

VOYAGES OF THE MOON

Michael Clarke on the work of Paul Nash

Paul Nash—1889-1946. Tate Gallery, Paul Nash as Designer, Victoria and Albert Museum.

Writing of English art in 1933 Nash pointed to "its crippling weakness—the lack of structural purpose"—and declared his stand for what is "peculiarly of today." For Nash this was not simply an attachment to abstraction (even his designs at the V and A show this) but an assertion of a contemporary awareness of things which in his case involved a confrontation with things and places which might disconcert the viewer. This was revealed in 1912 with "The Pyramids in The Sea", a picture prophetic of more than an abiding interest in static and active forms but also of the theme of the sea. It is this very formal contrast that generates the excitement of his earliest masterpieces, "We Are Making a New World", where the churned up land creates a sea rhythm against the charred tree trunks. Confrontation was to become a major preoccupation for Nash and it made him one of the pioneers of the Surrealist sensibility.

Nash's significance for English art has often been overlooked, his importance too readily resting on his achievements as a war artist. The Tate exhibition should correct that view. From the outset of his career he kept himself informed about contemporary European art. His earliest surviving European art, and the more expressionist Vorticism of Wyndham Lewis. The paintings done from the Dymchurch coast shortly afterwards show his awareness of the possibilities of imposing an abstract order on observation and present the viewer with what he called "the mystery of clarity". But it was not enough for him.

The literary was always strong in Nash. It informed all his experi-

ences of places and things. What saved his work from the pitfall of illustration was his keen awareness of the plastic effects of the picture and his obsession with the object or place itself, whether it be Iwer Heath, the Wittenham Clumps or Pisselentzelle. Through the twenties Nash was in a state of indecision. Determined to relate himself to the main current of his time he wrestled with the possibilities of abstraction to the point of total abstraction in "Kinetic Feature". The most vital aspect of this work in the later twenties, however, relates to the revolution of the de Chirico exhibition held in London in 1928. It coincided with Nash's declared interest in "the liberation of geometry" and produced "Landscape at Idku". De Chirico's characteristic distortion of scale and perspective and his pointed use of objects closely associated with man are echoed in this picture: an extension of Nash's pre-occupation for an inner human reference and a reassertion of the symbolist of his earliest work.

This deliberately constructive approach to picture-making was to continue with "Harbour and Room" and the pictures associated with "Voyages of the Moon", all of which had their origins in mirror reflections. Novel effects were produced but they failed to satisfy. A lack of conviction showed through the contrived images. A change was to occur almost immediately when Nash saw in 1933 the megaliths at Avebury, still half buried in weeds, and was once again brought back to his love of landscape. Continuity, myth and mystery, all potent forces in his creative personality, were present and encouraged a more direct confrontation which was confirmed the following year with his discovery of two pieces of highly suggestive litwood on Romney Marsh. Thereafter, after a period of him the possibility of relating the English landscape tradition to the most recent developments in European art and the International



Pillar and Moon 1932-40.

Surrealist Exhibition, held in London in 1936, offered him the opportunity to match himself against the vanguard. He was not alone in this; Moore, Hepworth, Nicholson and Cori Richards were doing something similar but the development from Metaphysical to Surrealist was distinctly Nash's territory. Whether employing a geometric or organic vocabulary he focused his interest on "an enchantment which cannot be analysed".

Nash learnt much from Surreal-

ism, particularly Ernst and Magritte, and from his own collection of found items he composed his own versions of the Surrealist Object, which provided a delightful showcase at the Tate. From 1934 onwards he regarded his photography as an independent art and it is a pity that this exhibition does not make more of it. It is surely related to the current use of photography by sculptors and Earth Artists, particularly Richard Long with his concern for the very touch of the land.

All Nash's best work is saturated with his feelings for the landscape: not only for its appearance but for the significance attached to it, its regenerative aspects and man's use and abuse of it. These themes dominate his final paintings where sun and moon revivify the modern symbolism of light and dark, life and death, which he discovered in Frazer's *The Golden Bough*, but which had been present in his earliest work. At the Tate they have very brightly indeed.

CINEMA

WHEN PEOPLE ARE PUSHED TO THE LIMITS

Araminta Wordsworth on Werner Herzog's recent films

The effects of the sudden and remarkable renaissance in German cinema are at last becoming visible as the work of its young directors goes on ailing in Britain. Film festivals are the staple source and the Gate, Nottingham, have also been exemplary in the past year. They have screened several films by the prolific Raifert Werner Fassbinder, enabling us to taste rather than catch up on his work. Thus we have seen *Fear Eats The Soul* (amazingly given a BBC2 showing recently), *The Merchant of Four Seasons*, and *The Bitter Tears of Petra von Kant*, but not *Maria or Bitter Tears*.

And at this year's London film festival Fassbinder had three films: *Fear of Fear*, *Mother Katherin*, *Trips to Heaven*, and *Fox* (now on at the Gate) compared with one each from Jean-Marie Straub and Danièle Huillet, and Werner Herzog's two.

Herzog is something of a curiosity: a romantic in his aesthetic age but with a black sense of humour. He seems obsessed with what happens when people are pushed to the limits of their endurance and, in his films, the territory between sanity, madness, and mysticism. Added to this is a love of dangerous travel, a trait that emerged in his travels when at the age of 18 he travelled alone to the Sudan at the time of the Congo crisis. *Fata Morgana* (1970), was filmed in the Cameroons where he was badly beaten up and blown by rats while imprisoned in a cell. For *Aguirre, the Wrath of God* (1972) he hauled cameras

over the Andean passes and deep into the jungle. Such travel, it seems, allows him to push himself and other people—and study the results.

So far, Herzog has made six feature-length films and numerous shorter documentaries, and some of these are being shown at a retrospective of his work organized by the National Film Theatre from December 9 to 29. His newest film, *The Enigma of Kaspar Hauser*, is not included, as it can currently be seen in two London cinemas. *Kaspar*, born in 1812, made his first film, a documentary, at the age of 17. As Tony Rayns has pointed out, he moves between documentary and the so-called fictional feature with an ease that shows up the distinctness of such contemporary distinctions (Gleason et al. wouldn't have had the same problem). *Kaspar* is a film that has not been seen in Britain for the first time. *Kaspar* is a film that has not been seen in Britain for the first time. *Kaspar* is a film that has not been seen in Britain for the first time.

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(played by the excellent Klaus Kinski) to muddy. He takes command and pronounces himself the wrath of God. After months of attack by Indians, sickness and more mud, he proposes to marry his daughter (Ina Schabert) and found a new dynasty. He is last seen, as a man of letters, in a room, with a book, a pen, and a glass of wine. *Kaspar* is a film that has not been seen in Britain for the first time. *Kaspar* is a film that has not been seen in Britain for the first time. *Kaspar* is a film that has not been seen in Britain for the first time.

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the speed at which they travel and what appears when they make a crash landing. With the aid of slow motion video-playback, Herzog has obtained some splendid pictures. Steiner, a tiny doll-like figure, so thin he seems to be boneless, so thin he seems to be boneless, so thin he seems to be boneless.

Like Truffaut's *L'Enfant Sauvage*, this film is based on fact. On Whit Sunday, 1828, a young man clad in rags and clutching a letter, was found standing in the market place in Nuremberg. Shut up at first as a dangerous criminal, then exhibited as a freak, he was adopted by a local doctor. When he learnt to speak, he explained that he had been kept in a cellar all his life and that he had never seen a human being. The doctor, who had imprisoned him, brought him to the market, where he was found.

The film follows his preparation and performance in last year's competition in Yugoslavia. In jumping or flying the competitors propel themselves down a curving ramp and take off into space, flying like birds in a beautiful curve through the air to land in a pool, safely at the bottom of the slope. The dangers are, of course,

Kaspar's story is immediately more engaging than that of Victor, the ape, and the severely handicapped, as they are only boys for final films. But these rough drafts are a times more informative than the average sponsored film. *Kaspar* is a film that has not been seen in Britain for the first time. *Kaspar* is a film that has not been seen in Britain for the first time. *Kaspar* is a film that has not been seen in Britain for the first time.

Bruno's performance as Kaspar expressed perfectly Kaspar's inward and deep sadness. Although Bruno is obviously too old for the part (he is in his forties) he too comes from a different world. Abandoned in the age of three by his mother, and raised in an institution, he is a creature of the street. *Kaspar* is a film that has not been seen in Britain for the first time. *Kaspar* is a film that has not been seen in Britain for the first time. *Kaspar* is a film that has not been seen in Britain for the first time.

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PRACTICAL FORUM

Nigel Richardson

Education is an area of innovation which receives little attention from the writers of books for the designers of in-service courses. This is in spite of the fact that the autumn estimated half a million people sit down to learn in a language.

The next programme (December 30), "Making the Most of Broadcasts", looks at what is available from radio and television. It includes examples of different types of programmes and gives information on how to use broadcasts for different purposes.

One of the strengths of this programme is that it brings together students and teachers who come to similar, occasionally heretical conclusions. Throughout the programme the theme of teacher responsibility is reemphasized and it becomes clear that whether broadcast material is good or bad, it is secondary to the crucial question of how it is used by the teacher.

The third programme (January 6) looks at classroom activities and takes a down-to-earth view of what the teacher needs to support him. Particularly interesting here is the advice on how mixed ability classes can be stimulated, how resources can be gradually built up for different purposes, how (for the lucky few) an assistant can be used and how organizations such as CLIL (the Centre for Information on Language Teaching) can help.

Teaching Languages is ideal for finding out what other teachers are doing and for sparking off ideas. For those who cannot master the theory, the series will be repeated in May and a practical handbook is being published to back up the broadcasts.

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emphasis placed on the potential of visual material as a stimulus to work and the need to integrate language laboratory hardware with more simple equipment such as the tape recorder.

The next programme (December 30), "Making the Most of Broadcasts", looks at what is available from radio and television. It includes examples of different types of programmes and gives information on how to use broadcasts for different purposes.

One of the strengths of this programme is that it brings together students and teachers who come to similar, occasionally heretical conclusions. Throughout the programme the theme of teacher responsibility is reemphasized and it becomes clear that whether broadcast material is good or bad, it is secondary to the crucial question of how it is used by the teacher.

The third programme (January 6) looks at classroom activities and takes a down-to-earth view of what the teacher needs to support him. Particularly interesting here is the advice on how mixed ability classes can be stimulated, how resources can be gradually built up for different purposes, how (for the lucky few) an assistant can be used and how organizations such as CLIL (the Centre for Information on Language Teaching) can help.

Teaching Languages is ideal for finding out what other teachers are doing and for sparking off ideas. For those who cannot master the theory, the series will be repeated in May and a practical handbook is being published to back up the broadcasts.

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FILMS

THE OTHER FRONT

Nigel Richardson

For many children, the history of the Second World War consists of two fronts. "Abroad" was where all British blood was actually spilt, real soldiers spending most of their time at bridges from Remagen to the River Kwai, but occasionally taking time off to blow up the *Guns of Navarone* or being Prisoner in his *Lust for Glory*. Meanwhile at home people played at being soldiers; Captain Mainwaring and his men formed rings of steel in the church hall and told each other not to panic.

For all the revived talk about the Dunkirk spirit and textbooks which show Londoners huddled together in tube stations during the blitz, it is not easy to put across such ideas as the importance of the home front, the suffering of its personnel or the nature of the war as a struggle for the survival of the British race from being the event which ended the war at home, needs to be shown as only the first stage in a war of grim attrition.

Those trying to convey the real atmosphere can find great help in the British Film Institute's distribution library. For as little as £2 it is possible to hire short films and study extracts made during the war itself which correct the glossy image of warfare put over by